

BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

VOL. I

APRIL, 1915

No. 2

WM. P. EVANS, EDITOR.

Warrensburg Normal School Fire, March 6 The fire at Warrensburg destroyed the main building, which consisted of the original structure and three additions connected with it by corridors. The news was a great shock to its friends whose name is legion. All are cheered, however, by the news that the management has arranged for the work to proceed in the remaining buildings and rented quarters. The students lost no recitations and a new library has been ordered. The General Assembly has met the crisis nobly and is providing means for rebuilding. An irreparable loss is the students' records.

This calamity will test the abilities of the Board of Regents, all of whom have been named by Governor Major. Their meetings, which will necessarily be frequent, will not cost much as all live in a small triangle 36 miles on two sides and 55 miles on the other. The last two named live 14 miles apart.

The district contains 21 counties in the central western part of the state, is in round numbers about 150 miles by 90 miles in area, contains over 13,000 sq. miles and nearly 700,000 people.

The loss is variously estimated from \$300,000 to \$500,000. A short historical sketch will be found in this number of the Bulletin. Friends of the school hope that the money to be spent in reconstruction will be as wisely spent as that at Springfield Normal School. Some people think that building the best adapted state structure in Missouri.

Rural Number Those who read the pages furnished in this number will not need to be informed that this is a rural number. A few words about it will not be out of place. The editor wrote several men of his plan to make it such and asked each to name the paramount rural need and to write about it. That so many of them responded and gave so much thought to their papers shows the great interest in this problem. The editor has frequently said that

there is no obscurity in this matter, that the whole trouble lies in parsimony, individualism and lack of leadership. Possibly the parsimony and lack of leadership are results of the individualism. Readers will see why the editor thinks these articles so good.

The editor had it in mind to write an article endorsing the county educational unit, but some of these gentlemen have done it better than he could. In the proceedings will be found a paper attacking this plan, but an attentive reading will show that the reasoning is all the other way and that the conclusions contain the only attack.

Pres. Hill has outlined to the Secretary some of his **Kansas City** plans for the general program of the annual meeting in **Program** November. They augur a great meeting and plans should be made in each county and town to go in a body. There will be no difficulty at Kansas City in taking care of all the teachers of the state, both public and private, and probably no better use of the necessary money to make the trip could be made. On another page will be found the list of the Department Chairmen who have been asked to furnish a preliminary program for the July Bulletin. If you have any suggestions to make to them now is the time.

At this writing it is too early to tell what bills on **Legislation** education will be passed, but the prospects are good for some creditable statutes. Both the Senate and House have strong committees that can be trusted to use all diligence.

There was a certain legislature that had many duties to **Parable** perform. So burdensome did these duties become that help had to be called in. Among the number was one called the folder, whose duty it was to fold the bills for the members after they were brought from the printer. In the fulness of time the printer got a press that folded the bills, thus removing the work of the folder, but so much attached to this office was the legislature that it was continued without any work for the holder thereof. Such is the force of Custom!

Might one ask whether there are any folders in school systems? Does any city system dispense with an office once created? Do supervisors of special subjects, like the brook, "go on forever?" Infant industries have had protection on thru youth, maturity, not to say into senility. Who shall determine when a subject of the curriculum ceases to be an infant and becomes able to stand alone?

In the death of Assistant Superintendent F. D. **Kansas City** Tharpe, January 15, 1915, the State Teachers' Association loses a faithful, hard-working member, one who **Loses Tharpe** was always on hand, working unobtrusively to further its interests. For many years he was connected with the Kansas City schools, and many will miss his genial face and warm hand-clasp. The following from the Missouri School Journal is from the pen of a friend.

"Mr. Tharpe's entire life from whatever viewpoint you take it, as a teacher, a principal, assistant superintendent of schools, or as a man of affairs moving among his fellow men, was a success. He was

the same even-tempered, well-balanced man, of good judgment and common sense. In his early struggles for an education those admirable qualities of honesty, self-reliance, courage and steadfastness of purpose were developed. When a duty was assigned to him he assiduously set himself to the task of performing it and never faltered nor turned aside from his purpose.

Cincinnati Meeting In the number enrolled at the meeting of the Department of Superintendence were 78 from Missouri, 24 of whom were from St. Louis. No doubt all brought back with them a rich harvest. Much was heard about standards of efficiency, surveys, and methods of determining values, all greatly to the front in these days. The period of the happy-go-lucky, time-serving, or I-will-do-as-I-please policy is past and every school man knows now that he must be able to furnish results and prove their worth. The work must be up to some standard and if it is not to be measured by tyros it must be done by experts. Most people would prefer the expert, but all, whether from Missouri or not, must be shown.

One interesting feature of the recent national gatherings has been the prominence given to discussion of rural school matters. The self-advertisers and quacks no longer have the center of the stage now, but many of our best men are trying to solve the matter of leadership and are coming to agree that the county educational unit is the solution.

A well-known writer and speaker gave a characteristic display of himself. Apparently no friend was near to tell him his ears were flapping. Sanity, lucidity, and well-digested thought were the chief features of an excellent program, well carried out.

July Bulletin Many readers of the Bulletin are not aware that the school people of our two large cities are at work revising the course of study. The editor is arranging matters so that this work will take the center of the stage in the July Bulletin. An article in this issue by one of the principals gives some idea of the interest taken in the revision in St. Louis. The editor can inform you that the enthusiasm shown by Mr. Martin is general, for he can hardly get any one to gossip with him now on his infrequent trips there as all news centers in the one thing. He is content tho and rejoices with them in this great work they are doing. One principal said of this undertaking, "The work of the committees has done more good to the St. Louis schools than all the work of all the special supervisors of the last ten years."

Show Me Farmer M. unsuccessfully opposed consolidation in his community. Later he wanted to sell his farm and the prospective buyer was satisfied with the visible conditions. Then he asked whether there was a high school near. M. inflated his chest and slapped the buyer on the back, saying "We've got that all right." The real estate man had worked for consolidation and now enjoys telling the joke on M.

School districts around O. in the county of C. consolidated in 1913, but the lawyers reaped a harvest for nearly a year. Last summer peace came and the board secured three capable teachers for a nine

months term. The high school as a result has been made first class. A man bought a farm near the town recently and apologizing for the price paid said he had three or four children to go to high school and it was worth something to keep them at home.

Come on up with your stories Mr. Co. Superintendent. If you can show that you are putting money into people's pockets you can easily get more salary.

The July Bulletin will contain the new list of **Pupils Reading P. R. C. books** and a tabulation by counties of the **Circle Books** orders received this year. Some counties will be found to have a large number of orders and some none at all. A wide-awake school must have books to supplement, books to inform and books to inspire. The statistics in the State Superintendent's Report show that in some counties practically nothing is done in this direction at present. In connection with the new list there will be a brief synopsis of the books to help teachers in the choice of those most needed.

City superintendents about to order sets of supplementary books would do well to look over the adopted list and to let the Secretary give a price as the quantities which he orders make it possible to quote a low figure on large lots.

The editor secured a copy of the new Report of **Sixty-Fifth Annual Report** the Department of Education yesterday. Among other things it contains the reports of the investigating committees named by the S. T. A. in 1913. If you want one, write Supt. H. A. Gass for it or ask your Representative.

The popularity of the books on this list continues to grow, as shown by the following list of **Teachers Reading Circle Books.** Teaching the Common Branches paid for by the county managers up to March 1st. Quite a good deal of interest was shown in the questions sent out for use in the March county examinations. The papers sent in to be graded by the Secretary show that careful work has been done. One County Superintendent writes indicating his intention to make grades secured in this way the basis for renewal of certificates. In view of the interest shown questions will be sent out again in June.

The Secretary will try to keep closely in touch with the local reading circle leaders next year, furnishing outlines of the work and reporting the work done by each circle in each county. In this way something vital and profitable should result and those who must depend upon home education should be enabled to grow and to keep abreast of the times. The vital factor in such a scheme is the leader. It is to be hoped that those able to take this responsibility will not shirk and it is equally to be hoped that no one will be put in charge whose only qualification is willingness. Help the county superintendents to get this going right and then help to keep it going.

Adair 50, Andrew 0, Atchison 25, Audrain 0, Barry 0, Barton 0, Bates 130, Benton 20, Bollinger 10, Boone 0, Buchanan 36, Butler 0,

Caldwell 25, Callaway 20, Camden 20, Cape Girardeau 0, Carroll 75, Carter 6, Cass 48, Cedar 0, Chariton 0, Christian 0, Clark 0, Clay 0, Clinton 31, Cole 4, Cooper 24, Crawford 15, Dade 0, Dallas 29, Daviess 0, DeKalb 0, Dent 0, Douglas 10, Dunklin 0, Franklin 30, Gasconade 13, Gentry 30, Greene 0, Grundy 64, Harrison 0, Henry 0, Hickory 0, Holt 0, Howard 0, Howell 22, Iron 19, Jackson 50, Jasper 29, Jefferson 31, Johnson 23, Knox 20, Laclede 25, Lafayette 0, Lawrence 21, Lewis 0, Lincoln 41, Linn 35, Livingston 70, McDonald 27, Macon 11, Madison 0, Maries 28, Marion 35, Mercer 0, Miller 0, Mississippi 15, Moniteau 27, Monroe 0, Montgomery 40, Morgan 0, New Madrid 0, Newton 0, Nodaway 111, Oregon 0, Osage 21, Ozark 20, Pemiscot 17, Perry 0, Pettis 0, Phelps 0, Pike 0, Platte 4, Polk 48, Pulaski 6, Putnam 0, Rolla 0, Randolph 20, Ray 31, Reynolds 6, Ripley 0, St. Charles 51, St. Clair 0, St. Francois 0, Ste. Genevieve 0, St. Louis 7, Saline 16, Schuyler 36, Scotland 0, Scott 0, Shannon 10, Shelby 26, Stoddard 4, Stone 30, Sullivan 45, Taney 22, Texas 0, Vernon 0, Warren 25, Washington 10, Wayne 0, Webster 12, Worth 29, Wright 0.

For years it was found impossible to close the annual financial report at the time of the annual meeting. The attempt to do so caused so much confusion that the Executive Committee decided fifteen months ago to close the year April 30th. The first report based on this plan is here printed. It is hoped that the July number of the Bulletin can show the standing of the Association May 1, 1915.

TREASURER'S REPORT.

Dating from Dec. 16, 1913, to May 5, 1914.

Receipts.

Balance from 1913 Report.....	\$4,015.30
Advertising program 1913.....	351.00
Interest on deposits.....	23.56
Mo. State Reading Circle	1,172.00
For Rural School Department:	
Montgomery Co.....	7.00
Boone Co.....	6.00
St. Louis Co.....	15.00
Additional Memberships, 1913.....	7.00
Total Receipts.....	\$5,596.86

Disbursements.

EXECUTIVE COMMITTEE.

1914	Voucher		
Jan.	3	58	T. E. Spencer..... \$.85
"	3	59	Wm. P. Evans..... 9.85
"	3	60	C. A. Hawkins..... 19.26

1914. Voucher

Jan.	3	61	R. H. Emberson.....	\$9.59
"	3	62	C. H. McClure.....	12.75
"	3	63	T. E. Spencer.....	9.00
"	3	64	W. L. Barrett.....	12.86
"	3	67	E. M. Carter.....	10.78
Apr.	16	94	T. E. Spencer.....	14.02

 \$98.96

COMMITTEE ON INDUSTRIAL EDUCATION.

March	6	81	Myrtle Van Deusen.....	\$12.24
"	6	82	J. C. Wright.....	16.00
"	19	86	J. D. Elliff.....	35.75
"	21	87	J. C. Wright.....	11.30
May	5	102	Paul S. Lomax.....	3.50
"	5	103	J. C. Wright.....	12.00
"	5	104	Lewis Gustafson.....	8.60
"	5	105	Myrtle C. Van Deusen.....	7.12

 \$106.51

COMMITTEE ON LARGER UNIT.

Feb.	7	77	Jas. A. Robeson.....	\$10.48
"	7	76	Frankie Connell.....	8.14
"	7	75	W. W. Charters.....	5.10
March	4	79	George Melcher.....	3.29
April	27	97	J. T. McDonald.....	61.34
"	27	98	Frankie Connell.....	60.00
"	27	99	Jas. A. Robeson.....	50.00

 \$198.35

COMMITTEE MO. STATE READING CIRCLE.

Feb.	7	73	P. J. McKinley.....	\$7.70
"	7	74	C. A. Phillips.....	7.97
"	7	72	Jno. P. Gass.....	3.06
March	16	84	W. M. Oakerson.....	15.43
"	16	85	Democrat Forum.....	2.80
April	17	89	G. H. Reavis.....	4.56
"	16	90	C. A. Phillips.....	2.95
"	16	91	P. J. McKinley.....	10.09
"	16	92	Uel W. Lampkin.....	2.20
"	16	93	Wm. P. Evans.....	2.25
"	21	95	W. M. Oakerson.....	12.40
"	21	96	W. M. Oakerson.....	10.50
Jan.	12		Exchange on check.....	.40

 \$82.31

Officers.

1914.	Voucher		
Jan.	3	66	E. M. Carter (partial salary).....
			\$200.00

Printing.

March	16	83	The Prospect News.....
			\$3.50

Miscellaneous.

Jan.	3	65	Arthur Nichols.....	\$20.00
"	12	68	F. J. Gates	12.00
"	17	69-70-71	Refund memberships.....	4.00
Feb.	7	78	Treasurer's Bond.....	2.50
March	4	80	Janitor Third Baptist Church.....	5.00
April	9	88	C. N. Cooper	2.00
April	27	100	E. W. Flentze.....	95.00
May	5	101	Alvin Chapman	20.00

 \$160.50

March 21	1913	W. H. Martin, N. E. A., omitted in 1913	
		Report.....	\$30.00

Total Disbursements:

Committees	486.13
Officers	200.00
Printing	3.50
Miscellaneous.....	160.50
Omission in Report, 1913.....	30.00

 Total..... \$880.13

Total Receipts.....	\$5,596.86
Total Disbursements.....	880.13

 Balance on hand May 5, 1914..... \$4,716.73

L. W. RADER, St. Louis.

Carnegie Foundation Study An old friend in a letter about the "Study" says, "Am I betraying the confidence of my co-workers (?) when I say they seem reluctant to answer [the questionnaire]. Why, I know not, but they seem to feel that it is dangerous." How "dangerous" is certainly hard to understand. The replies are confidential and are not seen by any one who knows anything about us personally. Failure to respond at all really is dangerous, I fear, as it gives an unfavorable impression of us to the outside world. Since there was enclosed a stamped return envelope it would have given a better impression if we had returned the sheets with the statement, "I do not care to answer this," or "I do not know how to answer this," or "I can not understand this," than to drop it into the waste basket.

Mr. W. H. Martin, State Manager, has taken up with N. E. A. his usual enthusiasm the matter of securing attendance at **Oakland** the N. E. A. this summer. A letter from him is attached **Aug. 16-22** giving some idea of the way in which he is preparing to serve us. No doubt, many teachers are intending to go and many others would like to go and have the money, but are timid about making the trip without assurance of congenial company. It is partly to meet this situation that the offices of manager and assistant manager were created. The assistant managers are: W. A. Clark, Kirksville; A. R. Coburn, Chillicothe; Nelle K. Sutton, Bethany; J. A. Whiteford, St. Joseph; W. L. C. Palmer, Independence; W. N. Laidlaw, Warrensburg; E. E. Dodd, Springfield; J. E. McPherson, Columbia; J. Will Pierce, Washington; E. E. Morton, Clayton; G. N. Martin, Farragut School, St. Louis; C. G. Rathman, St. Louis; C. C. Thudium, Fredericktown; W. L. Barrett, Harrisonville; J. A. Koontz, Joplin; A. M. Fourt, Lebanon.

In some states many car parties have already been arranged for. Some experienced traveler chooses his route and indicates that he is willing to have enough to fill a car assigned to the same date and route. Thus the timid have some one to break the ice for them and the number of happy people is greatly increased. Any one willing to lead such a party from St. Louis or Kansas City this summer should send his name to Mr. Martin or to Mr. Wm. P. Evans, Jefferson City, so that arrangements can be made to fill up the car. Those wishing to join such groups should read the list of leaders and routes in the July number of the Bulletin and then make the desired arrangements.

Kansas City, Mo.

To Missouri Teachers:

The National Educational Association holds its annual meeting this year in Oakland City, California, August 16th to 22nd; Educational Congresses will continue to meet until August 28th. The people of California are putting forth every effort to make this the greatest meeting in the history of the Association.

Besides the attractive features of the Educational program, the Panama Exposition lends an additional charm. The educational exhibit found there, to say nothing of other exhibits, will be worth while to all teachers. Then it is said that Oakland is one of the best cities on our Western coast in which to hold such meetings. It is just across an arm of the Bay from San Francisco, only a few minutes ride into San Francisco and to the Exposition Grounds.

Missouri Headquarters will be opened Monday, August 16th, in Rooms 245 and 247, Oakland Hotel. On Tuesday afternoon, the 17th, from four to five o'clock, there will be a business meeting of Missouri teachers at headquarters.

On Wednesday afternoon, from four to six o'clock, the regular annual reception of Missouri Teachers will be given at headquarters.

On Thursday and Friday afternoons the Manager will keep "Open House" from four to six for all Missouri Teachers and their friends, and any others who may wish to call at Headquarters.

Saturday, August 21st, is designated as "N. E. A. Day" on the Exposition grounds. During the forenoon of that day, those in charge of the Missouri Building at the Fair are expected to keep open house for all Missouri teachers.

Railroads will give rates of one fare for the round trip, with stop-over privileges going and returning, and also, the privilege of going one way and returning another. Round trip tickets from Kansas City and Missouri River points \$50.00, from St. Louis \$57.50, fares from other points in the State will be in proportion.

This affords an opportunity for teachers to take one of the most pleasant and profitable sight-seeing trips ever offered, and besides, at a very nominal cost. Begin to save now, and get ready to take the trip. You can go any time after your term of school closes. It has been suggested that teachers go early, take their sight-seeing side trips, and visit the Exposition before time for the Association to convene.

Missouri Headquarters will be at your service each day from August 16th to 22nd, inclusive. Please write the Manager and tell him if you intend to go.

For further information, address the undersigned or any of the Assistant Managers.

W. H. MARTIN, State Manager,
4332 Rockhill Road,
Kansas City, Mo.

National Educational Association, Oakland, California, August 16 to 22, 1915. Missouri Headquarters, Rooms 245-247, Oakland, Hotel.

Missouri's County Superintendent Webb of Shannon county
Constitution calls our constitution "preposterous." Is this "lese majesty?"

Eminence, Mo., Dec. 31, 1914.

Supt. Wm. P. Evans,
Jefferson City, Mo.

Dear Superintendent:

I enclose you herewith a letter that illustrates in a very concrete way the workings of our most preposterous constitution. This is only one of the several instances that have come under my observation.

The letter it seems to me should be an unanswerable argument for the calling of a constitutional convention, and I am, therefore, forwarding it to you to make whatever use you may see fit.

Very sincerely yours,

WALTER WEBB.

P. S. The district is a new one; has only \$27,000 valuation, and has a 65-cent levy.

Alley, Mo., Dec. 29, 1914.

Mr. Walter Webb,
Eminence, Mo.

Dear Sir and Friend:

Owing to shortage of money this district can have only a six months school.

The people are willing to have more school and pay for it in the future, say one or two years, if they can arrange to do so. Would it be legal to hold a special meeting and vote to have two months more school, giving a note as pay for it, on one or two years' time? Has the school board power to do this without the meeting?

We thank you for information on the above.

Yours truly,

OTIS DUNN.

Here is an answer to the request or questionnaire
Subjects in in the last issue. I have omitted one subject named.
Curriculum Do you want to pull it to pieces? Can you guess what
Most Worthy subject I have omitted? If you want to criticize you
must give a better.

Value of subjects in curriculum: Reading and Literature 30%,
History and Civil Government 15%, Geography 15%, Elementary
Science 12%, Language 12%, Writing 4%, Spelling 3%, Grammar 3%,
Drawing 2%, Music 2%.

A friend suggests that the Bulletin have a column for the
Want advertisements of wants. I am not sure that we have any wants
Ads to tell about but we will soon see. Look at the column set aside
and decide.

If you know of any member who does not
Members Cards receive his copy of the Bulletin please send in the
Missing name. Some membership cards have been lost
and some Bulletins may have been missent. Please
use the enclosed blank to report your July address. Many of the
January and April copies go to schools. Be sure to send the old ad-
dress with the new in order to save some of the Secretary's time. He
has much to do and no allowance for help.

I have no address for these members: Mrs. Abbie C. McCormick
and Lora Severe, the latter of Daviess county, but not listed by the
county superintendent last fall.

EFFICIENCY AND PREPARATION OF RURAL SCHOOL TEACHERS.

(By H. W. Foght, Specialist in Rural School Practice, U. S. Bureau
of Education, Washington, D. C.)

The teaching profession has recognized for some time that rural
teachers are not generally so well prepared as they should be to cope with
the difficult problems confronting them. Indeed, special preparation

of rural teachers is a comparatively new thing in the United States. Some educators still hold that any teacher of reasonably good academic and professional preparation should be able to teach a good country school. This may be true enough so far as the universal elements of an education are concerned; but it is quite another thing when it comes to rooting the school to the soil and making it answer the needs of the community where it is maintained. We prepare teachers for kindergarten work, for English and Latin, and for other subjects; why not also for rural schools where the problems are many and increasingly complex?

That the rural teachers now at work in the schools are deficient in preparation is proved in a study made recently by the National Bureau of Education. This investigation covered every State in the Union, was carefully planned and carried into execution. The results were in many respects startling and yet not unexpected. The tabulations resulting from the investigation show, among other things, that four per cent of all the teachers now at work in the rural schools have had less than eight years of elementary school preparation, that 32.3 per cent have had no professional preparation whatever, and that only one-tenth of one per cent of these teachers report attendance at schools making a specialty of preparing teachers for rural schools. Many other interesting facts were revealed, such as these: Fully 25 per cent of all the teachers at work in the rural schools are men, as against 20.7 per cent for all the schools of the country. In the Southern States, nearly one-half of all the rural teachers are men. Eighteen per cent of the whole number of teachers are married. This is chiefly in the South Atlantic and South Central States. Nearly 67 per cent of all these teachers are teaching from 25 to 35 recitations daily. The average age when beginning to teach is 19.2 years and the average age at the time of reporting was 26.3. The average number of schools taught by each teacher is 3.4, and the average for all the schools is 13.8 months. The total number of months taught by the average teacher is 45.4, which is a great deal better than was expected. However, a large majority of the teachers fall far below these figures. A considerable group of Southern teachers reported tenures ranging from 15 to 25 years, which tended to raise the average greatly.

The above figures demonstrate to the thoughtful reader that conditions are not what they should be in rural school teaching today. At this time, public school teachers in the United States receive an average annual salary of \$485. Rural school teachers instruct the children of 53.7 per cent of the entire population, but get as their share only 45.5 per cent of the total amount expended for salaries. Their annual salary is, accordingly, considerably less than the amount above stated. Artisans, domestics and common laborers receive better wages than do these teachers.

In a general way, the amount of salary received by the teacher is a measure (1) of his efficiency, and (2) of the value in which his services are held by the community. The first point may properly be qualified by the statement that a teacher's income is scarcely to be measured

in dollars and cents alone. His pecuniary earnings come in the form of salary, not wages. In addition to money received, many real satisfactions of an altruistic nature must be taken into consideration. It is undeniable, however, that the nation has placed a low value on the teacher's services with the result that it has to be satisfied with mediocre teaching.

The change from amateur to professional teaching may be hastened in several ways: (1) Salaries should be increased enough so a teacher with family may live on his income without worrying how to make ends meet. Provision should also be made by legal enactment for a liberal sliding scale of salaries, allowing the teacher's income in direct ratio to length of service in the same community. This is only fair, since teachers of the right sort will unquestionably grow in value to the community year by year. (2) The entire school plant should be reconstructed to answer present needs and be attractive and sanitary. This would be another inducement for the teacher to spend his best years in the open country. (3) The community should be obliged by legal enactment to erect a teacher's cottage close by the modern school building and, preferably, upon the same grounds. (4) Teachers' colleges, normal schools, and other schools with teacher-training courses should be encouraged to organize distinct departments in rural life and rural teaching from which to draw teachers prepared and willing to undertake work in the new farm schools.

A further study of the government investigation mentioned above discloses the following interesting data: That the largest immediate supply of professionally prepared rural teachers comes from the training departments of the high schools in many States. Next in point of numbers stand the normal schools, the schools of education in colleges and universities, and finally the State agricultural colleges. Out of 121 normal schools reporting, 36 have distinct departments for rural teachers; 19 others offer special courses, although not equipped with distinct departments; 28 offer instruction in some subjects for rural teachers separate from the general courses; while 41 schools make no special provision for rural schools whatever. It is a very suggestive fact that 57 normal schools are equipped to give instruction in agriculture. Some of the schools have large school farms or make use of portions of the school grounds for agricultural experiment purposes thru gardening or experiment plants. The rural school departments in many of the normal schools are reaching the rural population by means of an active extension service thru club work, rural life conferences, rural surveys and in other ways. A few of the schools report model rural schools erected upon their grounds, while others utilize one or more of the near-by rural schools for practice teaching. This all goes to show that the normal schools have begun to see clearly the need of specialized preparation for rural teaching, and are doing everything in their power to meet the demands.

Of 49 agricultural colleges reporting, 27 have distinct departments for the preparation of agricultural teachers for secondary and elementary schools, 19 others offer summer and other special courses for

agricultural teachers, while 11 give some work of this kind. It is very suggestive to find that 10 agricultural colleges maintain distinct departments for rural teachers, while 12 others offer considerable work for rural teachers. Without question the agricultural colleges are preparing a majority of the strong teachers in secondary agricultural education, both for town schools and the large consolidated rural schools.

Lack of space forbids a longer discussion of present needs and what is being done to satisfy them. Only this in closing: There is need at this time to utilize every legitimate means or institution available for the purpose of preparing teachers with a correct outlook on rural life—whether these be high schools, normal schools, college schools of education or agricultural colleges.

THE OPEN MIND.

S. E. Davis, Teachers' College, New York.

The greatest need of rural schools is better teachers. Every proposed measure for improvement may be shown to bear directly upon the solution of this one great problem. More money means better teachers. An improved form of organization and administration means stronger conditions under which persons of greater ability will enter the profession and continue longer in service. Higher academic and professional standards point to the same goal. Better schoolhouses attract teachers of more refinement and skill and make possible good teaching with less waste due to external conditions.

Granting that the need of better teachers is paramount, a more serious analysis of the specific difficulties involved in meeting the demand is required. The one who diagnoses honestly and critically is in danger of being called a pessimist by those who prefer rhetorical generalizations to pertinent facts, but he may nevertheless be the best friend of rural progress, for he clears the atmosphere and focuses attention definitely upon elements of the problem to be solved. It seems that many hazy generalizations now more or less in the public mind are interfering with a proper realization of the situation. A few of these are mentioned by way of illustration.

There is a strong feeling that all great men are born in the country and that every essential element of civilization may be found in rural life. The city, on the other hand, is thought of as filled with evils, its ways to be avoided and its existence not fundamental in modern life. A truer view shows that leadership in every important activity develops in contact with the greater degree of specialization of city life and that without city influences civilization would decline; that the intensified evils of urban communities are receiving attention and remedies, while the less acute but inevitable ills of rural groups escape public notice. Thus the cities have been solving slum problems for many years; the "rural slum" is considered a recent discovery: The tendency in city development is to formulate and administer plans to change wrong conditions; in the country, acceptance, toleration and resignation to a state of affairs which lack of co-operation is powerless to prevent

are too common. Easy complacency with regard to rural life prevents an attitude receptive of suggestion and hinders social imitation. The rural school question cannot be separated from economic and social conditions antecedent and contemporary. Whenever urban and rural life have developed in contact, the ultimate result has been a contempt for the latter because of its emptiness. The modern notion that the rural dweller and his interests may be made intellectually and socially worth while represents a distinct departure from the usual course of history, and it is not reasonable to expect the arrest of inherent tendencies without strong effort guided by great intelligence and an open mind. Modern cities have solved many of their problems by becoming more like the country; the country can profit by the initiative of superior organization evolved by the city. To be sure, a community must be its own guide, but those who make an appeal to unenlightened local feeling and cast suspicion upon every plan devised or endorsed by one who no longer lives in the country are not friends of the rural school.

There is a tendency even among school men to seek improvement in a return to conditions of the past. But the social life of the country will not organize itself around the spelling match, for that has had its day and attempts to revive it will fail; grown-up boys and girls will not attend the one-room rural school for it cannot offer a twentieth-century equivalent for their time spent in attendance; the patriarchal teacher who lives contentedly in a vine-clad cottage teaching the children of three generations is a vanishing figure in Europe where religious homogeneity and well-marked social stratification, both losing their force, and neither comparable to any social bond in rural Missouri, formerly made such intellectual leaders possible. Evolution is not a backward movement.

An ill-defined feeling prevails that equality of educational opportunity for all is the rule. Mere territorial distribution alone needs consideration to discover the difference between providing education for one hundred children scattered over one or two townships and the same number living in a few squares of a city. Equality of opportunity is an empty term and must remain so unless our entire plan of organization and administration is radically changed. Under present conditions it is as absurd to claim that rural schools, as a class, do or can have as good teachers as town or city schools as it would be to maintain that the growing of farm crops might become an important industry in the cities. Economic laws render both impossible.

Adequate recognition of the attractive force of town or city life is not always given. While the per cent of incompetent and poorly paid teachers in rural schools is very high, a careful study would probably show that these schools are not paying higher salaries than towns for the same grade of ability. Good teachers in large numbers will not remain in the country without a substantial subsidy to offset social and personal advantages, fancied or real, which are impossible in the present state of rural life.

There is much misleading discussion concerning the use of textbooks made for city pupils and courses of study not adapted to the needs of

country children. Careful examination shows that most of the content of what is taught applies equally to rural and urban children—not very directly perhaps to the immediate status of either. Courses of study and textbooks can be improved but both are much better than the ability of teachers to use them. Half-trained or careless leaders should analyze more deeply before pronouncing the tools of the school unsuitable; it is probable that the workman is unskilled and that he will honestly think his poor work accounted for—when the truth might have helped him.

Our best friends give us inspiration and—mathematics. Of the former our rural school leaders are filled, and it is well, for the prophet without a vision cannot lead. Of the latter, less comforting to our complacency, perhaps, we need more. The inspiration of the idyllic picture of a good old man who teaches and leads a rural community in Prussia or Denmark is good; analyze critically his entire situation to see how far his problem and ours are alike and then estimate constructive suggestions. The description of the one-room rural schools of other days has the greatest emotional value for it carries the sentiment of the noble men and women who were part of it; but critical examination may indicate that persistence of this school ideal—the one-room schools in each neighborhood—is proving a hindrance to our understanding of the needs of the school of today. The pedagogical story-book in the form of an autobiographical account of how a rural community was made over (it was probably an unusual community and required little making over, or the teacher-leader found it impossible to remain more than five years, for the neighborhood worth living in will have nothing of the publicity-seeking reformer) is quite worth while, but it may be that we should also read economics and make a social survey as well. The speech which makes us proud of ourselves and of the high moral character and good intentions of our host of Missouri teachers should be made as often as any one willingly listens to it, for it is true—but there is no harm in consulting statistics as to where we stand in training for our work.

There is no reason for friends of rural schools to feel discouraged. It is not so much that progress has not been made as that it has been too slow. And by comparison, not all schools in town or city are good, and there are many excellent teachers and schools in the country. The paramount problem of securing teachers is slowly being solved. The solution will come more quickly when all are able and willing to analyze the situation, apply more critical, impersonal, and mathematical methods to the study and thus eliminate what cannot be applied.

THE NEEDS OF MISSOURI RURAL SCHOOLS.

George Melcher, Kansas City.

In the last few years so much has been said and written about the improvement of the rural schools that one feels that he should apologize for mentioning the subject. On second thought one who believes that the country boy in the hills of the Ozarks is entitled to as good an

education as the ragamuffin in the slums of St. Louis or Kansas City need not apologize for urging better rural schools for Missouri so long as present conditions prevail. Why should the boy in the slums of the city have \$50 a year spent on his education for eight years while the country boy has only \$18 a year spent on his education? Furthermore, the city boy has open to him a four-year high school that costs \$100 per pupil per year to maintain, but the country boy has none unless he leaves home and pays both board and tuition in some neighboring town or city. Summed up, the city is offering free to each of its boys and girls eight hundred dollars' worth of educational opportunity, the county is offering each of its boys and girls less than one hundred and fifty dollars' worth of educational opportunity. Is the city boy worth six times as much as the country boy? You and I both answer "No, emphatically not." Then it is evident that the country is spending too little on its schools.

So the first great need of the rural schools is more money. More money means better teachers, better buildings, and better schools. In the last two or three decades the cities have rapidly increased their expenditures for education. Why has not the country developed educationally as have the cities? There are two main reasons for this retardation:

First: The country schools are handicapped by a constitutional restriction, drawn with good intentions, yet a restriction that stands for ignorance and lack of opportunity for the country boy. This restriction, together with the unequal distribution of wealth, results in the country boy having one-sixth as much spent on his education as the city boy. Is not this more in accordance with the laws of ancient China than the ideals of American democracy? Does Missouri, in the heart of America, still hold open the door of equal opportunity to each of its youth? Is it surprising constitutional amendments are not ratified? We must provide equal opportunities for the boys and girls of our State or caste distinctions will arise that will undermine our democracy.

Second: The present organization and administration of rural schools has absolutely failed to secure satisfactory results. It has had nearly one hundred years of trial in Missouri. The small district system has failed wherever tried. Not one single star of success adorns its head. Every state that has the system is dissatisfied. One by one the states are breaking away from the system. Twelve men in the city of St. Louis expend wisely, annually, more money for public education than is expended for education by 28,000 rural school directors. Six men in Kansas City expend seventy-five per cent as much as these 28,000 men. These 28,000 men control the expenditure of \$150 each. The job is not large enough to inspire interest, or to impose any strong feeling of responsibility. Did three, five or seven have the management of the schools of a county, the problems would challenge the best thought of the best men, and the task would be one worthy of the ablest men in the county. There would here be an opportunity for the public-spirited citizen to render splendid service to his community. These

positions would be unsalaried and absolutely divorced from politics. The men would be the wise counsellors of a well-trained county superintendent of schools, chosen by this board on account of his expert knowledge of school problems. He would be the manager of the educational affairs of the county, but the county board would be the financial manager of the school funds, the advisers of the county superintendent, and would approve all his professional acts, and determine the general educational policy of the county. This is the method of procedure in all city schools that are securing optimum results.

Such a plan is in successful operation in thirteen states. No state that has such a system would change to any other. Wherever the county board has adequate school revenues, splendid rural school systems are being developed. The most notable examples are in some counties in Maryland and some in Utah. In many states that have the county school unit lack of adequate school revenues causes slow progress. However, with a given amount of money more progress is possible under the county school unit than under the district school unit.

Last year I sent a questionnaire to the state superintendents of the forty-eight states. Not one of these men favored the small district school unit. More than three-fourths of them favor the county school unit. The New England superintendents and two or three others favor the township school unit. The members of the United States Bureau of Education are unanimously in favor of the county school unit for all of the states except the New England States. The small district unit is still in use in twenty-one states. It is hoped that one or two of these will desert the ranks this year. Tradition, conservatism, and wrong conception of democracy are the powerful influences that make possible the continuance of such an inefficient school unit.

In Missouri, with a county school unit, a splendid rural school system will be possible under the following conditions:

1st. A state tax for public schools of not less than ten cents on the \$100, and preferably fifty cents on the \$100.

2d. A county school tax sufficient to furnish one-fourth to one-third of the needed school revenues for the county, even one-half, if the state tax is low.

3d. Such local taxes as may be needed after county and state taxes have been distributed.

Under such a system, it would be well that the state, county and local district each furnish about one-third of the school revenues. This would tend to equalize school opportunities.

In a brief article, it is possible only to make general statements. For details you are referred to the report of the "Committee on a Larger School Unit."

Note.—The local school district still exists under the county school unit, but it is so coordinated by the county board with the other districts of the county that practically equal school opportunities

are given in the rich and in the poor districts. Also free high schools are provided for all pupils who have finished the elementary schools. These high schools are by the county board so located as to be accessible to the pupils.

Under the county school unit the members of the district boards and members of the county boards should be elected at the April school meetings and their election should be by the people in such a manner that the boards would be entirely free from political obligations and influences.

THE ABOLITION OF THE CLAN.

By I. N. Evrard, Missouri Valley College.

The serious problem of rural communities is, I believe, to be found in the clan spirit with its accompanying deficiencies.

Nearly every rural community has within its borders at least two hollows, the inhabitants of neither of which are willing to become properly associated with the inhabitants of the other. This condition may be the result of any one of many causes or of several working together. Perhaps many years ago the pioneers of one hollow came from slave territory bringing with them social ideas peculiar to their kind, while those of the other clan came from New England with their native Puritan beliefs and practices—result, incompatibility of temper and politics. Maybe it happened that fifty years ago a church of one denomination was built in one hollow and one of altogether different dogmas grew up in the other. Or possibly the European fatherlands of the two sets of inhabitants were different. It is even possible that some man in one hollow had some "breachy" cattle that trespassed upon the premises of the people in the other—many years ago. The people themselves do not know why, nor can any one else easily ascertain the reason for this condition.

We do know this, however, that the clan spirit usually responds to some feeling generated long ago and that it manifests itself now in conditions deleterious to real community activities. It is shown in the spires of many church buildings in each of which a few years ago there were services conducted by one-third of a preacher for one-fourth of his time. It would have taken all the religious resources of the neighborhood to support a whole preacher all the time. Now these church houses are in the main permanently closed, a simple manifestation of lack of that interest in religion which clannish church conditions failed so signally to maintain.

Patent also is the fact that political party names divide the neighborhood. People with the same economic conditions to face, subsisting by the same means of livelihood, interested in the same personal, economic, social and political rights, continue to line up and fight more or less vigorously the battle of the ballots once every two years. It is significant that a serious attempt is made to eliminate politics

from school districts and municipalities by an absolutely even division of recognition of the two dominant parties.

The proverbial conservatism of rural communities is largely responsible for these conditions. Conservatism thrives with isolation and is cherished by those who in the nature of things are not closely bound with others, or, in other words, by those who are most nearly independent. The farmer it is true has come somewhat into contact with men of his vocation on Saturday afternoon in town and in some agricultural congress which has in all probability been held in his township, and therefore he has laid aside the "double shovel" and one horse turning plow and uses a modern cultivator instead. The farmer's wife has, in the meantime, stayed at home more constantly and continues to bake herself over an old-fashioned wood or coal range during the sultry days of summer; and, moreover, does it in a kitchen built, evidently, so that a woman may walk as many miles as possible in the preparation of a meal. When not cooking or washing or sweeping or dusting or doing the other thousand things demanded of the housewife she is frequently looking after the business end of butter and egg production that will supply the groceries and thereby release the regular income of the farm for use in the purchase of improved farm machinery.

All this results from the subconscious clan feeling that all men or their immediate families live unto themselves and likewise die unto themselves. They have not awakened to the positive demand of the present—a world-wide demand that country life must be made interesting, attractive and profitable. And it must be borne into the minds of men that while this demand is imperative from the viewpoint of the wide world which needs an ever-increasing supply of farm products, the very existence of the country community itself also demands it, and it will be accomplished only by that kind of soulful co-operation which destroys the petty purposes of the clan.

First of all, leadership is necessary for the solution of the problem: leadership that can awaken the community to the indispensable qualities of good living; leadership that will find out the conditions of the homes and make them better places for women and children to live in; leadership that will suggest more profitable cultivation of the soil and better means of distribution of farm products; leadership that will impress the tremendous importance and responsibility of rural activities; leadership that will bring men together for study and discussion of farm problems and bring women together to learn of household economies. This leadership will fail, however, if it confines its energies to the material alone. It must look to an appreciation not only of the prosperity of the present, but also of the riches in the history and literature and art of the past. It must lead not only to clear thinking but also to right feeling. It must stimulate religion as well as intellectuality.

Logically the leader in a community work should be the teacher, a man or woman of liberal education, wide experience in affairs and a keen appreciation of the times in which we live and the problems of his particular locality. Actually few rural teachers are so equipped. The county superintendent, if he be a scholar who can turn his eyes

toward the *terminus ad quem*, and the farm adviser, if he be broad enough to remember that there is a *terminus a quo*, working together occupy the vantage points above all men connected with rural problems. If it were possible under present conditions to have a rural pastor who would live where his work is, and stay "on the job," he and the teaching forces and farming forces could add wonderfully to the profit and the ease and the joy—the satisfaction—of country life. Until we do have leaders representing these three activities, a general organization of community forces started by institutions near at home, by schools or colleges or churches or the grange, will possibly lead to higher vision, renewed consecration, and deeper valuation—qualities necessary to the elimination of the clan spirit and therefore necessary to the proper socialization of community forces.

THE PARAMOUNT ISSUE.

R. H. Emberson, Columbia.

It is difficult to decide what is the paramount issue in the rural school problem in Missouri. The subject is so broad and includes so many determining factors, it is so much modified by local conditions and prejudices, that to make a survey and to decide upon the most important phase or factor of the problem, one is prone to conclude that there are several paramount issues.

For some, the paramount issue means more money. It seems to be clear and conclusive that better teachers, better buildings, longer terms—in fact, all of the faults and failures of the present day, could be remedied if there were sufficient funds on hand to do the work. In some cases a district is too small to afford the amount of revenue needed. Set the tax levy as high as the law will permit and still there is a deficiency in the revenue. Some districts are too poor to maintain a good school; there is not enough wealth in the district to produce sufficient revenue for educational purposes. The conditions of the two cases are very similar; one is too small, the other is too poor.

For some, the paramount issue means the securing of a good, live, sympathetic teacher for every rural district. They feel that the teacher is the life and soul of the school; that material, equipment and other accessories are all very well, but without the right kind of teacher they amount to very little.

There are others who consider the paramount issue to be a re-organized and revitalized course of study. They feel that the rural schools are not meeting the needs of rural communities, that much which goes to make up the course of study for rural schools should be rich in nature study in order to make boys and girls close observers and to have a keen appreciation of their environment. The course should give due consideration to elementary agriculture and home economics. It should give country children some fundamental con-

ception of the factors that make for successful farming and successful home-making.

The course of study should embrace an outline in reading and literature that will tend to give boys and girls an active interest in the mode and activities of rural life. There should be much more reading; at least five or six of the very best readers or stories should be read in each year or grade. At the end of the eighth year or grade, the pupils should have a taste for good literature and should know what to read. Not every child born and reared in the country will remain in the country, but it is safe to assume that the big majority of them will do so and the course of study should be planned for the big majority.

Consolidation is the paramount issue for many. This means a larger district; it means the possibility of a rural high school where young people may receive two, three or four years of secondary education which should aim to prepare them for larger usefulness, better citizenship, and make them happy and contented with country life. It means in many cases the transportation of pupils, thus assuring more comfort and better health for pupils and better attendance at school. It means the grading of the work below the high school, which would be an advantage in many ways.

Consolidation means a larger school unit, a larger community life and making the central school the community center. Here could be held meetings for farmers, women's clubs, boys' and girls' clubs. This would be the place for community gatherings of all kinds where social, educational and industrial problems could be considered.

The county unit has its claims. By this organization, the schools of a county would be under the management of a county board consisting of five, seven, or some other number. The county superintendent would act as general supervisor from a professional standpoint and would advise with the county board as to the needs and interests of the schools. Each local district should have a local representative elected by the people who would serve as the clerk of the district and would represent it at the monthly meetings of the county board. This plan has many advantages and many strong advocates. It would be a means of taking care of the needs of each local district and of equalizing educational advantages. Teachers would be placed where they could render the best service, poor teachers would be weeded out, the office of county superintendent would be dignified and the school system would be improved.

Several things have been mentioned as being the paramount issue; more revenue, better qualified teachers, an improved course of study, consolidation and county unit each has its advocates and its claims. In fact, it might be said that they are all paramount issues. But there is one more that should be mentioned. The question, how can these things be brought about, is probably the most important of all.

Legislation has accomplished a great deal, and yet changes come slowly. Resolutions adopted in county, district and state meetings are soon forgotten and are seldom expressed in needed improvement. Rural communities are hard to reach and are often still harder to

influence when it comes to increasing taxes for the improvement of schools. The great daily newspaper and the county weeklies are a good means of reaching the public and yet they fail to arouse the needed interest in this important matter.

Nearly every home, both rural and urban, can be reached through the children. A successful lecturer for farmers' institutes said recently that the best way to reach the farmer was through his boy. This is true. The best way to interest the parent in any subject is through the child.

Most of the needed reforms in our schools would have been accomplished long ago if the schools had begun a regular systematic way of teaching these needs. County supervision and consolidation would have come much sooner if the advantages of these matters had been taught to the children in the schools.

If all the problems relating to community betterment could be presented in a clear, forceful manner to the boys and girls we might look for results in a short time. If the average condition of the rural school, the poor condition of lighting, heating and ventilating, the poor sanitary conditions and poor equipment could be taught to the children in a strong, vigorous way, if they could be shown what has been done in some communities, how modern buildings and equipment are provided, the grounds beautified, and the school and its environments made homelike—if these things could be taught they would be worth many times more to the community than much which now receives consideration.

Many teachers complain of the poor results in civil government; they claim that the content of the textbook is so foreign to the experience of the children. If this is true, the subject could be made more simple and practical by giving consideration first to the things mentioned in this article. Give attention to the district levy—compare with other levies. Study the needs of the school. Compare the school and its equipment with the best schools. What organizations have been effected which have as an aim the improvement of the school and community?

When time for the consideration of these things is given at school, we may reasonably expect a movement for better things in a few years. The real paramount issue is to reach and to stimulate rural communities to take an interest in all those things which have as an aim community betterment. This can best be accomplished by first reaching the boys and girls.

In accomplishing this end the metropolitan daily, the country weekly, the educational bulletin and circular can all render valuable service.

AGRICULTURAL SURVEY OF RURAL SCHOOLS.

By Geo. W. Reavis, Columbia, Missouri.

Much is being written and said in these days about the redirected course of study for rural schools. Some offer one plan and some another for the improvement of the school and consequently of the

entire community. The writer has visited several hundred rural schools scattered thruout the state, many of them very good indeed, and others quite poor. Invariably upon investigation it has been found that children are not familiar with the common things which surround them, such as the different breeds of cattle, hogs, horses, chickens and turkeys.

The different types of animals, the kinds of corn and other farm products, the number of acres devoted to each crop, the number of farm animals in the district and the condition of the soil and other topics of similar nature which should appeal to every pupil and patron.

In view of the fact that little or nothing has been done along this line of survey I suggest that county superintendents and teachers devise a plan for making an agricultural survey in each district. The purpose of this survey is to find out the actual conditions as they exist and put the material in permanent form.

For example, uniform blanks in the form of a questionnaire could be used on which data may be placed regarding the kinds of soil, depth to water, drainage, price of land, number of acres in the district, number of cattle, hogs, horses, sheep, turkeys, chickens and other live stock or poultry, the probable selling price of each, the number of farms, the number of families, the number of school children, the number of churches, the condition of each, the number of acres in orchard and fruit, the kinds of orchard pests, the kinds of injurious insects and methods of extermination.

These are just a few of the many interesting topics which should be studied and upon which valuable data should be collected by pupils of the rural schools.

The collection of such material would furnish a basis for work in arithmetic, spelling, language, writing and agriculture, and if a summary should be made from each district in the county, would furnish valuable information in a form which does not now exist.

Much time and effort are wasted in our schools at present studying about things in other lands and places. What profit in learning about lakes, mountains, rivers, seas, animals and plants of lands thousands of miles distant and neglect the more vital things close at home?

Actual facts about the number of hogs produced in a district and the cost of producing them, the net profit or loss on the same, and similar information about the poultry of the district or the cattle is much more vital and can be made much more interesting than the acquisition of knowledge about things entirely foreign to the child's experience.

The collection of facts from time to time can be made by the pupils and the results will make quite a complete agricultural survey of the county. It is more important to know the kind of corn raised by each farmer and the number of acres devoted to this crop than to know the fall per mile of the Amazon river or the height in feet of Mount Shasta or other similar facts which can not be used in any practical way.

An agricultural survey of the rural districts of the county would attract the attention of patrons and tend to bring about co-operation,

for if the children will talk intelligently in the homes about the things in which parents are interested, the better support of the schools will be assured.

The survey would present facts in such a way that methods of improving certain conditions would be made clear; for example, the simple test of acidity in soil of certain fields might reveal the fact that it is useless to try to grow certain crops on this soil, the testing of milk of cows of the district might reveal the fact that certain cows do not pay their board, the crops grown might be improved, and the general conditions thruout the district and county made better as a result of this school survey.

Collections of seeds, woods, flowers, soils, insects, rocks, and other materials which represent the products or activities of the district should be assembled and exhibited at the school house.

Language lessons, written stories, lessons in arithmetic and nature study, spelling and drawing could be based on this work and a greater interest on the part of a pupil would result.

Let us have the Agricultural Survey in rural schools.

THE COMMUNITY AND THE RURAL SCHOOL.

L. B. Sipple, Kirksville.

The rural school is primarily a social institution, established by society to fill certain social needs. There has been a tendency on the part of school men to isolate it from society. "If parents would only let the children and me alone I would have no troubles" is a common expression of teachers. Some teachers prefer to teach the text-book only and deem it an imposition and an affront to their dignity to ask them to know the home life, to supervise the play life, or to enter into the spirit of the community life of the children. Such teachers prefer to get a position in the towns and cities where they have only class room work and where all community enterprises are left to the superintendent or principal.

Thus the distinction between teaching in the city and teaching in the country is clearly drawn. The rural teacher, the twentieth-century rural teacher, must be a community leader, or at least a community worker. He must be able to enter into the life of the community, to know it, to appreciate it, to have sympathy for it. He must know the industries of the neighborhood, and be able to make the school contribute to the solution of the industrial problems. He must love to play, be able to supervise play and at least to enter into all the social activities of the neighborhood. He must be able to select and to stimulate those talented patrons who live in every community and who can and should assist in the education of the children. In other words, he must be first a social creature and second a school teacher making his school an instrument to concentrate every force of the community towards making the farm pay and making life on the farm satisfying. An extraordinary person, you say! Not at all. There are many such

in Missouri now and there are many more in the making. It must be admitted, however, that the lack of the above qualifications has forced many rural teachers, after a year or two in the country, to seek a position in the cities where the superintendent must meet these requirements but where the class room teacher is expected to know class room technique and little else.

It is necessary, therefore, that every one, rural leaders, rural teachers, farmers and school patrons, clearly recognize that the rural school is a community institution. The factors in community progress may be stated as the state, the home, the church, the school, and the adult organization. All are so closely associated that any discussion of one must also include the others.

The school that becomes the true social center for its neighborhood must early recognize that its functions are larger and broader than merely teaching the children the rudiments of an elementary education important as that function is. But, because the teacher and the parent are coworkers in giving an education to the children, because the patron who is gifted in a certain line must be utilized by the school, and because no school can be much better, rise much higher than its source, the community, the rural school must take a broad view of education, a view that includes every man, woman and child in the district it serves, whether of school age or not.

No community can be better, rise higher, than its source of support—its chief occupation or business. Since agriculture is that source for the rural community, agriculture must be the center of all thought and action for the work of the rural school. Agriculture that looks towards making the farm pay better and that in turn will enable its workers to have all the advantages, social and economic, must be the aim.

The first necessity, then, in this community work of the rural school is the leader, a teacher (he may be the pastor or a farmer patron) with qualifications as mentioned above. His education or professional training must have as a basis sound scholarship and a scientific and a practical knowledge of agriculture. "The teaching of agriculture needs to be accompanied by much doing." This teacher needs to know agriculture and to be able to do it and to get others to do it. School gardens, home gardens, tomato clubs, boys' and girls' clubs of all sorts are only phases of this "doing" agriculture. Tho it may be looking far into the future, this teacher must find continuous employment the year round in the community.

Since the school cannot concern itself with the pupils only, much as some teachers wish, the second necessity in community work is some organization of adults. This organization may take the form of a Community Club, Mothers' Club, Grange, etc., but every school that is a real community school has some such organization. I consider this organization of the community the key to all rural progress. It cannot be emphasized too strongly.

No community, whether city or country, has ever risen above the general level without provisions for the citizens to meet frequently to discuss problems, to study ways and means, and to execute plans.

Since each community is a unit and has different local problems, only general suggestions can here be made. Every organization must be for two general purposes, for social betterment and for economic (business) betterment. One of the chief reasons for the failure of farmers' organizations has been the neglect of the social side of the community. The importance of attacking some vital and present local need should also be realized by each community organization.

Dr. T. N. Carver, in a recent bulletin of the United States Department of Agriculture, says: "As a result of considerable study of this question the author has reached this conclusion, that the ten principal needs for organization in the average rural community in the United States are as follows: (1) better farm production; (2) better marketing facilities; (3) better means of securing farm supplies; (4) better credit facilities; (5) better means of communication, roads and telephones; (6) better educational facilities; (7) better opportunity for recreation; (9) beautification of the country side; (10) better home economics." Notice that the first five are economic or business needs and the last five are social needs.

Consider the social needs only. One-half of the problems discussed by teachers in teachers' meetings are really those of the community, and until the community as a whole, not only the school board and one or two energetic and altruistic patrons, assumes the burden, they will never be solved. Higher taxes for schools cannot be voted without the people being informed in mass meetings as to purpose, etc. Good school attendance is a community habit and can be encouraged by public discussion. The matter of good health and sanitation is as much the duty of a community as of the individual. Does the school need a public library? Only the frequent meeting of patrons and the demonstration of this need can get results. Is the moral status of the community low? How else can it be raised except by the community, through an organization, getting under it? It is safe to say that no consolidated school has been organized in this or any other state without frequent meetings and discussion of that question. And many of the failures to consolidate can be attributed to the lack of definite community organization, which would have, by frequent discussion of the need of high school advantages, developed a community sentiment in favor of the plan. Suppose that the recreation, or lack of it, in a community is driving the young people to the towns to find some sort of pleasure tho it be the questionable sort, or suppose the church needs revitalizing, or the women need more of the modern home conveniences, or the farmers need help in marketing produce (a crying need in Missouri), or the boys and girls need some clubs organized (they cannot be one-half so successful without an encouraging community back of them), or suppose any need, whether social or business, of any community—how else can it be supplied except by an organization of every interested person.

To summarize: We need, first, good leaders (teachers, farmers, pastors); second, an organization of the entire community. The organization must be simple, yet definite and effective. The organization will in time produce its own leaders. Dr. Carver suggests, in the bulletin noted above, that the work in the organization can best be accomplished by means of committees, i. e., a committee on production, a marketing committee, a committee on farm credits, a committee on education, etc., etc., every member of the community being placed upon a committee. Whatever the form or methods used, the rural communities must have this medium through which results can be obtained. In time there will arise a need for co-operation between communities. This will lead to some state and even national organizations, such as the grange now is. State legislation to authorize and foster such work will be needed. Some states have such laws now. The rural school is the natural center for all such work and should initiate it.

As an indication of progress it may be said that the grange, in Missouri and in the United States, is the strongest of such organizations. As a result of a community club movement, inaugurated by the State Department of Education, hundreds of clubs were organized in Missouri last autumn. Many of these clubs are still alive and are doing constructive work. The difficulty seems to be to keep them from degenerating into mere literary societies.

REVISING THE COURSE OF STUDY.

Geo. N. Martin, St. Louis.

"We, at Cincinnati, are working hard and much is expected of us, and the results will be far-reaching. But the work being done in St. Louis in the revision of the course of study is the most significant undertaking in a long time. Think of the brains being put into that course by the expert school people and by the great number of teachers working on it! Also they are preparing the corps for the work of the new course by having every school represented on the committees.

Every teacher is interested—is waiting anxiously for the results—which means that every teacher will be ready to take up the new course and carry it out intelligently."

These remarks, made by an Easterner at the superintendent's meeting, indicates something of what we are looking forward to.

Throughout the greater part of last year a "General Committee," composed of eighteen of the leading school people of St. Louis, held weekly meetings, endeavoring to define "education" and to specify clearly what characteristics an ideal course of study should possess. They adjourned last spring, and a few of the subject committees began work.

Most of the seventeen committees, however, did not begin until last fall, when Superintendent Blewett called together the entire membership, over two hundred, and, in an exceptionally lucid talk, presented to them the conclusions of the General Committee, and

outlined the work that they must undertake. Then matters began to warm up, and the interest has continued to increase ever since.

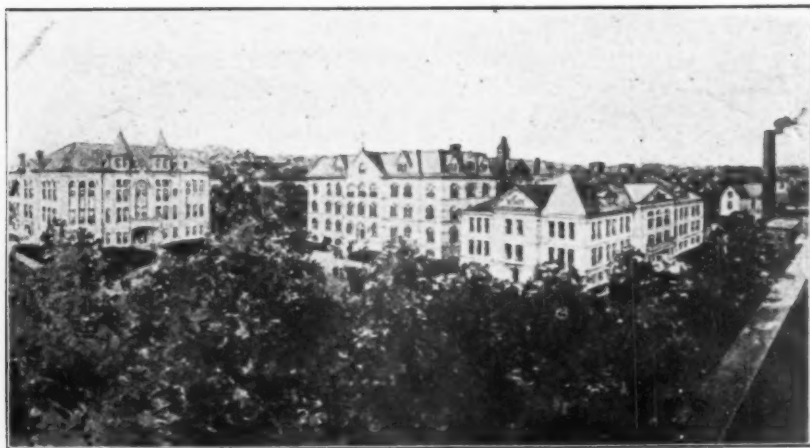
The various subject committees hold meetings at frequent intervals; the General Committee, together with the chairmen of the subject committees, spends every Monday afternoon shaping up "tentative reports;" a class of elementary school principals, organized for the study of "School Administration," has been caught in the whirl and is devoting its time, entirely to the study of the curriculum.

But this is not all. More important still, groups may be met anywhere and at any time earnestly discussing phases of the curriculum. No principle is too large; no detail too small. Immemorial custom or universal fashion are no protection to weak spots; everything must be tested and proved.

The "spirit of unrest" which has pervaded our schools, as it has those of most places, is finding a legitimate outlet, but withal, the work is constructive. All are engaged in endeavoring to solve the common problems; each feels a real responsibility for the new course and knows that what he contributes to the general good will not be lost.

And, therefore, we confidently expect to have, not merely a new curriculum, adjusted to the needs and abilities of our children, important as that may be, but more—a corps of teachers of all ranks, enthusiastic and hopeful, thoroughly in earnest, and unified by their common efforts, who will feel a genuine and justifiable pride in their new curriculum.

And no price is too great to pay for this!



Panoramic view of the Warrensburg buildings before the fire. The two at the extreme right and left are all that remain.

WARRENSBURG STATE NORMAL SCHOOL.

W. N. Laidlaw.

The Missouri State Normal and Training School for the Second District was located at Warrensburg, the county seat of Johnson county, April 27th, 1871. To secure the location, the county voted \$128,000 in bonds, the city \$45,000, and private citizens donated a campus of sixteen acres within the city limits. The county bonds were sold for \$100,000 in cash and this, with the \$45,000 of city bonds and the campus above mentioned, was transferred to a state board of regents. These gentlemen, as agents for the State, undertook the erection of buildings for the accommodation of the school. On the 28th of April, 1871, a commodious public school building was leased from the city for a year, and Geo. P. Beard, A. M., was chosen president. He at once entered into the duties of the position and the school was opened May 10th with thirty students in attendance.

Immediate steps were taken to erect suitable buildings on the Normal School grounds. The corner stone of the main building was laid, with appropriate ceremonies, August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. The building fund being exhausted, work was suspended, and the school was at once removed to the new building, notwithstanding its unfinished condition. The building as first projected was not completed until the summer of 1881, ten years after the organization of the school.

At the opening of the scholastic year 1881-82, the training department was organized, and has since been uniformly maintained, its efficiency and value increasing from year to year until it has become recognized as one of the most efficient and best organized training schools in the middle west.

The rapid growth of the school during the three years following the completion of the main building created a strong demand for more extensive accommodations. Accordingly, during the years 1885 and 1886, a wing, sixty-six by one hundred and sixteen feet, was erected south of the center of the main building, and connected to it by a short corridor. This improvement provided greatly increased accommodations for the training school department, and added six large class rooms, two library rooms and an assembly room to the normal department.

An appeal to the General Assembly in 1895 brought an appropriation for the erection of a science building. This building was ninety-two by one hundred and twenty-two feet, three stories high, substantially built of native sandstone and was joined to the main building by a corridor on the west. It contained four laboratories, a number of class rooms, the library, study room, and the general offices.

The General Assemblies of 1903 and 1905 made appropriations amounting to \$75,000. With this money the board of regents erected a thoroughly modern gymnasium, which contains rooms for the physical directors, Y. M. C. A. and Y. W. C. A. halls, bath rooms, and the most approved gymnasium equipment. At the same time the heating

plant was remodeled and an additional story was added in which was installed the mechanical arts department.

In 1907 the Legislature provided for the building of the training school building by an appropriation of \$50,000. This building was completed in 1909 and furnished most excellent quarters for the training school and rooms for the art department and the department of household arts.

The Warrensburg Normal School has always stood for a high standard of scholarship. The supreme test of the value of a school is the quality of its body of alumni. This body now numbers 2,095, and the school can point with pride to the number who have attained distinction in the world of educators and to the many who have achieved success in other lines. Very few have failed to make themselves felt as forces for progress in their communities.

Among the alumni who have gained prominence in the educational field are the following: Joseph M. Gwinn, '93, Superintendent City School, New Orleans, La.; Frank R. Deerwester, '89, Head of Department of Education, Bellingham, Wash., State Normal School; Geo. G. McCurdy, '87, Lecturer Anthropology for Yale University; Joseph D. Elliff, '93, High School Inspector and Instructor in School Administration for Missouri State University.

About two hundred of the school officers of Cass county met in their annual school broad convention at the Court House in Harrisonville, February 19th. Many improvements for the schools for the next year were planned. Favorable reports from the districts furnishing free textbooks were made. It was generally agreed that every district should furnish the pupils with free books during the coming year.

The public schools of California bear evidence of a great revival in educational interest. The high school enrollment has increased about eighty per cent over last year and it is now located in its new high school building, which is one of the most modern and best equipped high school buildings in the state. Superintendent F. G. Roth, the Board of Education, and the teachers are indeed to be congratulated.

Eldon is fast completing a new modern high school building, which will much improve the educational opportunities for the boys and girls of the community.

Superintendent Wray Witten held on February 25th and 26th the annual convention of school officers for Morgan county. The meeting was held in the Court House in Versailles and was well attended. The calling together of the school officers just before the annual meeting enables the county superintendent to impress upon the board members some of the things which the annual meeting may do for the improvement of the schools.

Bulletin, Missouri State Teachers' Association.

Official organ of the State Teachers' Association; published quarterly in January, April, July and October, under the direction of the Committee on Publication and Publicity of the Executive Committee.

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Address all Communications to Wm. P. Evans, Secretary, Jefferson City, Mo.

BOOK TABLE.

State and County Educational Reorganization, Ellwood P. Cubberly, The Macmillan Company, \$1.25. This instructive and inspiring book, by means of the Revised Constitution and School Code of the State of Osceola gives the author's solution of the crying school needs of of the hour. All educational leaders should see it and digest its suggestions.

The Treasurer, Mr. Rader, recently sent Rand, McNally & Co. \$284.40 for Pupils' Reading Circle books sold between November 4th and January 1st. *King Arthur and His Knights*, *Treasure Island*, *Wings and Stings* and *A Dog of Flanders* were the best sellers. Two hundred fifteen copies of the first were sold.

EDUCATIONAL NOTES.

The Board of Education and teachers of Raytown, Consolidated District No. 2 of Jackson City, have held a joint meeting on Saturday following the close of each month during the present school year. The meetings last from 9:00 a. m. to 12 o'clock. A variety of subjects affecting school interests are brought up and discussed. Such meetings of the forces most interested in the improvements of the schools cannot but result in much good being accomplished.

SPRINGFIELD NOTES.

The high school has a rousing good school song. If interested, send for a free copy.

In character of commencement exercises, Springfield has entirely broken away from the traditional program. This year the English, Latin and German departments will furnish the program. Last year the history of Springfield was portrayed.

With the exception of one year, the enrollment of our high school has increased uniformly for sixteen years.

All the elementary schools are full. A two-room portable has been added to one school. Superintendent Thomas is recommending the construction of three intermediate schools to care for the seventh and eighth grade pupils. This seems an excellent move for more reasons than one.

KANSAS CITY NOTES.

All the Kansas City superintendents and high school principals attended the superintendents' meeting at Cincinnati, February 22, 1915.

Kansas City has inaugurated a policy of putting supervisory principals over several small grade schools. Mr. W. H. Martin has charge of five schools in the Waldo district. Mr. H. E. Robinson has four in the Mount Washington district.

Committees have been at work for a year revising the course of study in the grade schools. It is the superintendent's intention to revise the course of study in the high schools. Committees on English, Science, History, Mathematics and Languages have just been appointed.

There are 5,600 enrolled in the Kansas City high schools. The opening of the new Southeast high school is expected to relieve conditions in the other schools.

The high schools of Kansas City will hold a musical contest and festival during the first two weeks of May. The boys' and girls' glee clubs will contest on an afternoon and combined numbers by these clubs in the evening will place a total of about 200 voices in chorus.

The Warrensburg Normal School District Teachers' Association will meet in Warrensburg April 16th and 17th. State Superintendent F. G. Blair of Illinois and W. S. Atheon of Drake University will appear upon the program. At the same time the annual field meet and declamatory contest will be held.

On March 5th and 6th the first annual high school basket ball tournament was held at Warrensburg State Normal School. Fourteen high school teams entered. The championship of the second Normal School District was won by the Warrensburg High School.

County Superintendent T. R. Luckett of Pettis county has induced his county court to provide a young lady stenographer and clerk, who does the clerical work in the office and thus enables him to give his time to the supervision of his schools. It is to be hoped that other counties will follow the example and thereby make possible the better supervision of the rural schools.



Supt. W. M. Oakerson, Nodaway.

Supt. Jno. L. Carter, Monroe

Supt. Tom Mapes, Christian.

Supt. C. E. Higgins, St. Clair.

Supt. J. A. Robeson, Clay.

Supt. Oakerson, Carter, Higgins and Mapes belong to the executive committee of the county superintendent's organization. Supt. Robeson was chairman of department of county superintendents at St. Joseph, S. T. A.

Courtesy of State Supt. H. A. Gass.

(33)

T B No. 2-3

***THE RURAL SCHOOL OF THE FUTURE.**

The minds of the world have at last turned to the consideration of the country school. The few words I shall say to you this morning will indicate some characteristics of the country school of the future.

The other day I had a rare opportunity. I had the privilege of visiting just across the Missouri line in Arkansas the old home where I grew up. The conditions there now and the conditions which prevailed there thirty-five years ago, are typical of the progress of this western country. When I lived in that country civilization was just blazing out its trail. The roads, the farms, the schools, the churches, the population and society in general, presented a series of rapidly dissolving views. The chief characteristic was a general lack of permanence and stability. The town of Siloam Springs sprang up in my boyhood days. That town at first was made up largely of box houses. When I visited the town this week the houses were not in the same place in which they were twenty-five years ago. The whole town had moved its position. The box houses and the frame houses had disappeared and substantial brick and stone buildings had taken their places. The old changing country road with its rocks and mudholes had been changed into a broad highway with traction engines and road machines working over it. The country had settled down into relative stability and permanence. Social institutions had taken on strength and vitality, because they were no longer subject to frequent uprooting and transplanting.

The country school needs above all things this opportunity to settle down and grow. The other educational institutions of our state have acquired some permanence and are beginning to show a consistent development, but thus far we have denied the privilege to the country school.

The state school system in Missouri was established before any city school system. The city school system soon found out, however, that it could not develop under the conditions which the general law imposed. The city of St. Louis acquired a special charter and it can look back on a history of continuous development. It has set standards for the United States because its stability has allowed it to put out strong roots and grow. The same may be said of Kansas City and St. Joseph. For years it was my privilege to know Superintendent Greenwood of Kansas City. A stable organization made it possible for him to develop a school system which has constantly met the needs of a growing population and has made distinct contributions to American Education. I was talking yesterday with your superintendent here. His predecessor was Superintendent of Schools in St. Joseph for 42 years. The city school systems of Missouri and of the United States have prospered and grown because they possess the stability which enables their administrative and executive authorities to map out an educational program for the next ten years with some hope of carrying their plans into consummation.

The higher educational institutions of the State of Missouri have acquired a chance to settle down and develop. I have known Dr. John R. Kirk of Kirksville ever since I was a small boy it seems. He has a great normal school because the policies of his institution have been continuous and have gradually become objective realities. I wish to make a plea for something of the same stability for the rural school system of Missouri and the other states of the United States.

*Address delivered by Prof. W. K. Tate, George Peabody College for Teachers, Nashville, Tenn., before the General Session, State Teachers' Association at St. Joseph.

The University of Missouri has a stable Board of Trustees. They had the privilege of looking the United States over for the Executive head of the University. The normal schools have the same privilege. Kansas City, St. Louis, and St. Joseph, thru their Boards of Trustees, may look the world over to find the man who can organize into a working system the educational ideals of these cities.

The time has come when the country teachers and the country people of Missouri and of the United States should demand the privilege of settling down, of making deliberate plans and of carrying these plans into execution.

Your state Department of Education in Missouri, as in the other states of the United States, is limited very largely to the administration and supervision of country schools. The cities of Missouri, which include a third of your entire population, have, in a great measure, removed themselves, by legislation, from the influence of the State Department of Education. The State Department of Education has in its special care the country schools of the state. Stability and consistent development of these country schools absolutely demand that the state school system shall be taken out of politics. You are on the point of changing State Superintendents in Missouri. Both the incoming and the outgoing superintendents are friends of mine. I shall not be a partisan of either when I say, if Mr. Gass is a man good enough to be elected now for a second term, he was too good a man to be defeated four years ago. Likewise if Mr. Evans was good enough to be elected four years ago, he should be permitted to execute some of the excellent plans which he has formed for the development of the schools of Missouri. At any rate, if a change is to be made, it should be dictated by educational necessities and not by political parties.

I believe you will agree with me that the country schools of Missouri would have a better chance to grow and develop if the Superintendent of Education could sit down with his advisors, the rural school supervisors, the training school inspectors and the others, and make plans looking forward ten or fifteen years and with a chance at least to execute these plans. You, five thousand teachers, who are listening to me can spread this gospel over the state of Missouri and in ten years we can have the schools of this state out of politics.

The same course of reasoning applies to the County Superintendents. The citizens of Kansas City or St. Louis select a committee of their number, called a school board, and say to this committee, 'Look over the wide world and find the best man to be superintendent of schools in our city. Why should the country people of Missouri and other states be *compelled* to select as county superintendent of education, one of the men who *chooses to run* for the office? Why not give us country people the privilege of *looking about and selecting our man* as we please? Why can't we have the opportunity of selecting a committee of citizens, who will look around and find us a man in a sensible deliberate way? Why should we always be compelled to take a man who *hunts the job*? The largest educational responsibility in the United States now rests upon the shoulders of the County Superintendents of Education. The proposed method of selection would immediately lift the county superintendency of education to the level of the best city superintendencies in attractiveness as a career. The best men would prepare for it.

There is another requisite to stability and growth. The teacher in the country schools of the future will live in the community the year round, thru a term of years. I heard yesterday that in counties of Missouri in which a survey has been made, more than half of the teachers change positions every year. We can never build a country school which is worthy of the name until the teacher remains in one community long enough to know the needs of the children in that community. We speak continually of adapting the course of study to

the local needs of our people. How could we do this under present conditions? It matters not how many new subjects we put into the course we cannot adapt it to the special needs of our children when our teachers do not stay long enough in one community to find out these needs.

Two years ago I was in Switzerland. The country teacher in Switzerland is elected for six years and for twelve months in the year. He lives in the teacher's home at the school house and takes part in the social and business life of his community. He is a farmer on a small scale. He is a leader in the church and the Sunday school work and is frequently secretary or treasurer of the local co-operative association. He lives the life of the people among whom he works. The time will come when the country school of Missouri will be built on similar lines. The teacher will live at the school house. His home will be there and it will be the center of the social life of the community as well as of the intellectual life.

In order to command permanently, a good man for the country school, we must give him a job for the whole year round. The principal in the coming country school will be a kind of community leader, a community manager, a social director. The school itself will include everybody in the community, men, women and children. It will not be for the children alone. When the school term, as we now know it, closes, the country teacher, with his assistants will work out doors as a leader of the Corn Club Work, as director of the social and recreational life of the community. He will live in the community and will be a friend and neighbor to the people as well as a teacher of reading, writing spelling and arithmetic.

The country school of the future will usually have three teachers; the principal will be a teacher of agriculture, the first assistant, a woman, will teach domestic science and the home arts for girls, and the third will have charge of the play, the music and the social life of the community in addition to her work as a teacher of the primary children. All will live in the community the year round.

When we get our educational machinery so adjusted that our school officers may make plans and execute them; when we get sufficient stability in the local district that we may elect the teacher for a term of years and enable him to become acquainted with his people, we may then build a course of study that grows out of the everyday activities of the children and their parents. We may then have a country school which will have in itself the elements of growth and development. We may then get rid of this peripatetic school which is driving the boys and girls to town.

The teachers who are listening to me this morning, those who make up this great and growing body of educational leaders in Missouri, have it in their power to arouse and develop a public attention which will carry such a program into execution.

The home-makers' clubs of Pettis county have employed Miss Mable Henton, a graduate of the Household Arts Department of the Warrensburg Normal School, to supervise the teaching of domestic science in the rural schools of the county. Miss Henton co-operated with County Superintendent Luckett and as a result of their efforts in many of the rural schools the pupils have had warm lunches during the cold winter days.

DEPARTMENT OF RURAL SCHOOLS.

Chairman, R. H. Emberson, Columbia.
Secretary, Miss Zula Thurman, Troy.

The Department of Rural Schools met in the White Temple at 2 p. m. Thursday November 12, and carried out a successful and profitable program.

The nominating committee composed of Mr. W. M. Oakerson, Miss Elizabeth Brainerd and Mr. P. M. Allison reported Mr. G. W. Reavis, Columbia, for Chairman, and Miss Daisy Johnson, Bolivar, for Secretary for the following year. The report was adopted and the candidates named unanimously elected.

R. H. EMBERSON, Chairman.

At the first session the chairman said:

"We are here this afternoon as a body of teachers to give special consideration to some topics that pertain to the best interests of the rural school. You cannot read any educational paper or any educational magazine or any metropolitan paper without seeing some mention made of the rural school problem. I have said many times and I repeat it here that all these discussions are good and to the point but the rural school problem will never be solved until we get a body of rural teachers who realize the importance of this problem and who will put heart and soul into this work. I am glad you say 'Amen' to that. The solution of the rural school problem rests in the hands of the rural teachers. There are a few who have a vision of what the rural school should be; they are handling the problem at first hand and are making some valuable contributions to its solution. I hope these meetings will be the means of promoting the rural schools of Missouri.

WHAT ARE THE ESSENTIALS IN A RURAL SCHOOL COURSE OF EIGHT YEARS.

M. A. O'Rear, Springfield, Mo.

All effective educational effort must begin with the child's immediate experience and environment. "Proceed from the known to the related unknown" is an educational proverb so well known and time-worn as to make it seem almost puerile to mention it again, and such would be the case were it not for the fact that it is so often violated both in the letter and in the spirit.

How often in real school life do we see children struggling along with some problem that is entirely beyond their experiences and unconnected with anything which they may reasonably be expected to know? And on the other hand it too frequently occurs that children are kept pounding away, treadmill fashion, on the known, the teacher seemingly having forgotten that it is just as essential to "proceed to the unknown" as it is to start with the known.

From this, then, it certainly follows that the first essential in a rural school course of study is that it be based on the child's environment and experiences. In other words it must have for its core, prob-

lems of rural life which include nature study, (synthetic science) agriculture, home economics, good roads, community life and health and sanitation. Out of these problems should grow a large part of the work which the rural school may undertake.

While the school course should start with home experiences as indicated, yet it should also enlarge upon them so that all the children may get a broader view of life and have a clearer understanding of the work and problems of people in other occupations, especially those of the city. This is of advantage for several reasons:

First, because it gives a broader, more sympathetic understanding of the farm and farm life thus giving the proper perspective to those who are best fitted for the farm, second, it opens up a view for those who are not fitted for that occupation and enables them to choose wisely in other fields of activity, third, it raises farming to its proper place and dignity as a calling equal to any other and makes possible that sympathy and cosmopolitanism so necessary in a democratic society. The error of the past was in the overemphasis of the foreign factor, the present danger lies in the opposite extreme.

We have said that the course of study should find its material in the problems of rural life. With this end in view the course of study must be reorganized and redirected. On this point all students and writers seem in practical agreement. It is when we come to the specific "what" that differences of opinion and difficulties arise. In the short time allotted to me only a few suggestions may be made.

General nature study or as one educator puts it, "synthetic science," should be given and should consist of such studies of birds, trees, flowers, weeds, rainfall, clouds, and sunshine and such other phases of the animal, vegetable and mineral kingdoms as may be peculiar to the community. Such a plan carefully followed out furnishes material for language, spelling, reading, drawing and lays the best possible foundation for the later study of geography and agriculture.

In geography, the same plan should be followed. Local surface features, land and water forms may be studied and made the basis for later comparisons. It is certainly essential that the child know the geography of his home neighborhood and county and state at least in a general way in order to the better understanding of the larger units which are to come later. In the broader field of geography it is essential that the course provide for study of the more important world products; e. g. cotton, corn, wheat, coffee, tea, sugar, cattle, sheep, hogs, minerals, also the world centers of trade, commerce and culture, all of which would involve a study of surface and climatic conditions, land and water forms and the habits and customs of the people of various lands.

In agriculture not much of a technical or scientific character should be attempted because of the immaturity of the children and the lack of time and equipment. But there is much of a simple observational and experimental nature that does lie within the child's capacity, and work of this kind should be carried to the limit.

Among the much that can be done only a few may be mentioned here such as testing seed corn, other germination tests, a simple study of soils, stock judging, tests of purity of seeds, how to plow and when to plow, when to plant, how to combat dry weather, diversified farming, rotation of crops, etc., etc.

Much of this work can be done in connection with school gardens and much more can be done at home. This latter point calls for the sympathy and co-operation of the home, a factor absolutely essential to success and a condition which every wide-awake teacher will strive to bring about.

Work such as this will furnish materials for composition work, language study, spelling, arithmetic, and also may furnish motive for much that may be done in the reading and literature classes.

Much that has been named as essential for boys is also essential for girls and when differentiation becomes necessary and desirable the girls should be given home economics (as related to rural life). The girls should study problems of cooking, sewing (plain and fancy), household decoration and furnishing. Here, as in the agriculture, will be found much material for use in other subjects.

Along with agriculture and domestic arts should go such forms of manual training and handwork as may be related to the farm life. In Greene county last year Supt. Roberts offered prizes for handwork as follows: To the smaller children, both boys and girls, for dressing a doll; to the older girls, for making a dress or an apron; to the older boys, for making a model of a farm gate. Much interest was manifested and much good was accomplished. A similar plan is being followed this year.

Since there is such a close relation between "mind, brain, and muscle," and since there should be "no impression without appropriate expression" it is absolutely essential that some forms of manual activity be made use of in the one-room rural school.

Another essential of the course of study is a proper presentation of physiology, or "health and sanitation" if you please. The problem of health ranks with that of getting a living and even may be considered to rise above it; for ability to get a living and much of one's happiness depend on it. Now, the old time dry-as-dust, technical physiology—that which names the bones, traces the circulation, describes the teeth, et al. and does nothing else—is not the sort to which reference is here made. The essential thing is that the children be taught how to care for the body, how to preserve the teeth, the skin, the eyes, the ears and other bodily organs. They must be taught the importance of fresh air, pure water and pure milk, how to avoid contagion and the best way to handle such diseases when they do appear, in order to prevent unnecessary spread. What to do in emergencies should be taught, as should the effects of alcohol, narcotics, and other poisons. In physiology it is extremely important that doing (action) accompany the knowing.

In arithmetic the essential thing is that the child know how to handle the problems that arise out of his environment, and to bring about this result much of the arithmetic work must be taken from that source. Such problems as the following, taken from Calfee's Rural Arithmetic, illustrate what the nature of much of the arithmetic work should be:

How much does a man lose who idles away 140 work days each year, when wages are 75 cents a day with board?

A flock of 50 hens average 93 eggs a year each. If the average price of eggs is 15 cents per dozen, what is the value of the eggs?

If 20 cents is the average daily cost per person for raw material, what will it cost to supply the table of a family of 8, adding 2% for food wasted?

How many hills of corn are planted to the acre when the rows are 3 ft. 8 in. apart, the hills in the row being the same distance apart?

A field of oats clear of weeds produces 50 bu. per acre. If a weedy field produces only 37 bu., what is the loss on one acre of weedy oats when oats sell at 25 cents a bushel?

If the child has facility in the four fundamental operations and if he is trained to solve such problems as the above and others of a similar kind, there is little danger of his being unable to adjust himself to other and more difficult problems as they arise thruout life.

English composition is another essential that must be included in our course of study because all must have some training in the use of clear, idiomatic English. The work should consist of both oral and written exercises and should be on topics about which the children know something and on which they wish to express themselves. Such sub-

jects lead the children to feel that they have something to say rather than they have to say something.

The subjects should be from the immediate environment and should include such topics as how to test seed corn; the essential qualities of a good cow; how to prepare the soil for a garden plot; how to make a kite, and many others of similar character chosen from other branches of study, and topics of direct interest. Training should be given in public speaking, keeping the records and minutes of meetings, societies, etc. The aim should be to develop a clear, simple, forceful, and pointed style of expression (both oral and written). The exercises should be short consisting of only a few paragraphs as a general rule. A few thoughts clearly and briefly expressed are much better than many thoughts poorly expressed. The long exercise or "theme" should be very rare.

So much for the essentials that have to do with the immediate environment of the child and those things which have to do with the immediate problem of living and making a livelihood.

We come now to those subjects that are essential to the broader view, those subjects or branches of knowledge which help to make the farm child a citizen of the state, of the nation, of the world;—in short, a world citizen. In this category may be placed civics, history, literature, music and art. In all of these the prime essential is that the material be within the range and capacity of the child at each stage of development. Civics should begin with the home and family life, next proceed to the school and community life, then the county, and finally the State and national governments. In all phases the work should be concrete so that the child may see what governments are for and how they do their work. Taxes, officials, parties, conventions, elections, laws, etc. should be studied and understood in their actual working out.

History, too, should begin with local events, and heroes, holidays, Indian stories, and primitive life, biographies of national and local heroes and thus extend to the broader theater of our national life. It should of course center about United States history with such studies of the European background as may be necessary to a proper understanding of our own history. The essential is to lead the child to see that history is an account of the struggles of mankind for better things and a higher civilization, and that our own history is a part of that struggle. He should see and feel in imagination that the struggles thru which our forefathers went have made possible the liberty and peaceful conditions which he now enjoys. Finally he should be inspired with a real patriotism and love of country, one which will cause him to be willing to live for country as well as to die for it if necessary.

Literature offers another avenue thru which the child may come to the broader view and get the thoughts of the master minds of all ages. The material must be of myths, fables, poetry, biography, and story, suited to the age of the children and often to the season in which it is intended to be taught. There is such a rich store of material in this field that it is next to impossible to choose specific selections and say these are essential and those are not. The choice must necessarily vary with the children, the locality, the seasons, and the teacher.

The one essential is to develop and foster in the child a taste for the best selections in prose and poetry, a taste that will "carry over" and lead him to continue his reading long after his school days are ended.

Music and art must also be included as essentials in any well-rounded course of study. Country children need them and have the ability to appreciate them just as much as other children. The essential thing is that both be used as means of expression and appreciation and that very little attention be given to the technique of either. The technique should come later and chiefly in the case of those who may wish to specialize. Let the children sing beautiful songs daily and hear

good instrumental music whenever possible, let them express themselves in drawings and paintings, even tho they may be crude, for out of literature, music, and art, may come the love of the beautiful, the aesthetic appreciation, the emotional life, the culture, that are necessary to every one who would claim to be educated.

In this discussion nothing has been said about reading, writing, and spelling as essentials in the course of study. Let it be understood that these are essentials; that they are the tools and that the course must provide for their mastery. This, we have presupposed. It may be suggested, however, that in the "redirected" school and the "reorganized" curriculum these basic essentials will be mastered much easier, quicker, and more effectively because the child has a need for them, he has a motive; (they are real to him) and he will fix them in habit by daily use.

Such a plan as suggested herein, worked out in detail and put into practice will make the school a real center of educational activity, it will put new life into it because the materials are taken from life. One subject will re-enforce the others, the subject-matter will function in daily life, interest will be aroused, effort will be put forth, and the child will stay in school longer and progress more rapidly because he has a motive, because the work is real to him and because he puts it to daily use. To him "There is something to it."

Discussion of Paper.—Miss Sylvia Ratliff, Trenton, Mo.—"I think that Mr. O'Rear has covered the essentials of the eight years rural course and has emphasized some of the main things we should try to teach. We should begin with and build upon the home experience of the pupils. All education must train for right and useful living and we will enlarge upon the experience of the teacher and train through the five senses. Many children leave school at the end of the eighth grade and it is important that we teach the essential principles of right living while they are in the rural school. What then are the essentials in a rural course of eight years? This has been fully discussed. The old course was narrow but today with modern conveniences and industrial training it has been greatly broadened. Our needs are greater today than formerly. Now all must be fairly educated. Years ago it was not so. With the compulsory attendance law, people are demanding results of our schools. Let us find a way to secure co-operation of the home and give instruction in the three H's as well as the three R's; they are essential to right living. Nature study, morals and manners may be taught incidentally. Teach how to study. We are seeking today to teach by objects and by actions so when pupils are through school they will have the faculty to think and to study. The subjects which are essential should be apportioned to the eight grades according to the needs of the community. Conditions vary in different communities. Teachers will have to be better trained. The greatest need in the country today is leaders. Teachers who have a strong personality and have a spirit of self sacrifice go to work and reach the goal of their visions. Can teachers be induced to go into country schools and to serve as janitor and every kind of specialist and then be required to compete with city teachers that usually have every device with which to work? It takes a better, bigger, broader teacher to teach a country school than a city school. We need to have our meetings and discuss our problems the same as the city teachers. The question comes, how and when. Consolidation is the only way by which we can solve this problem. When we have consolidation and teach the essentials our schools will not be mechanical, pupils will not sit in seats too large or too small, visit outbuildings which are a disgrace to the community, listen to disgraceful language. When we teach the

essentials we will have produced a standard people for our farmers of Missouri."

E. L. Birkhead, St. Joseph, Mo.—"I once heard a commercial traveler say that he liked the preacher who could make the best time between the invocation and the benediction. I shall not be unmindful of those who cherish similar sentiments. I realize the importance of this subject but I also realize the time at my disposal is short. Progress is the watchword of the twentieth century and the value of any life today is measured by it. There are demands made upon each and every one of us but in general nobody will ask us whence we came or who our grandfathers were, but what can you do, what can you say, what can you get out of your life that will make this world more happy, more cheerful, and one day will you hear the plaudit, "Well done."

"Therefore I will say that the essentials of a rural school course of study, of any course for that matter, should be of such a nature as to fit the pupil to meet the duties that society imposes upon him. While the division of the grades should not be wholly destroyed, there must be a combination and a correlation of subject matter. Close grading has multiplied duties, recitation time has shortened, we have added a little here and a little there. People say that our public schools lack thoroughness and there is too much truth in this criticism. The recitation periods must be made longer, and there is no way to do this unless we reduce the number of subjects taught.

"We are sometimes told that the course of study should be broad enough to include essentials, but what are the essentials? We hear a great deal said about the three R's. We should revise the three R's. Dr. Payne in his book called, "Public School Curriculum" briefly stated the principle that society should determine the subjects and topics taught. Society should also mould the curriculum. We are all prone to mistakes and we are all liable to fail, but the fault seems to be not with the teachers in general but with the curriculum. Fifty per cent of the students of the grammar schools will never complete the high school course. Dr. Henry Van Dyke says that our educational system is complicated; that it needs simplification; that there is lack of drill and concentration today on any one subject until it is mastered and becomes the working capital of the pupil. Boys and girls are not well grounded in the essentials. I know full well from the modern ideas of education that this will be considered heresy. I am satisfied beyond the shadow of a doubt that a few things well taught are superior to many things poorly taught. I would have each pupil in the rural school well-grounded in these essentials. In conclusion, I would say that the essentials are home building, home ideals, reading, writing and arithmetic."

Miss Mattie Eads, Daviess Co.—The child must be taught that education cannot be looked upon as an avenue to a life of ease or as means of giving one man an advantage over another. Do not fail to remind pupils that all work is not at the wash tub or in the ditch but work pertains to the higher vocations of life. No man, educated or uneducated, has the right to sit down and be useless.

Rural pupils live a life close to nature and nature study should occupy a very prominent place. It gives acquaintance with the life of plants and animals that will enable the boy to be a better farmer. It will enable pupils to appreciate beauty of nature more fully and it also teaches them habits of close observation.

THE KIND OF CO-OPERATION THAT THE RURAL SCHOOL TEACHER NEEDS.

Dr. W. W. Charters, Columbia.

The subject I have before me is as broad as the Platte river is long. The kind of co-operation a rural teacher needs is the kind the teacher has to go out and get. He will not get co-operation that he doesn't go after. It isn't lying around ready to be passed over.

There are all kinds of co-operation, but I am going to talk about the finest kind, if you can get it, and that is co-operation from the women in the school district.

It is just a matter of custom that men have run the schools for the last hundred years or more. In the main the education of children until they are quite grown is in the hands of the mother. When the state began to educate children, the men administered the schools because they were voters. But if at that time, we had had woman suffrage, to women would naturally have fallen the administration of the schools. Women are interested in school. Mothers are more interested in the schools than are the men and it is the business of teachers to bridge the gap between the schools and the women. It becomes clearly a question then of how we can secure the co-operation of the women.

I have only three suggestions to make because there are two or three eminent men to follow me, and I do not wish to shorten their discussions.

In the first place, if you are going to get the co-operation of the women, one important thing to do is to give them some fun. School meetings are usually like prayer meetings; every person is afraid to say very much because he is afraid that he may say too much. To get people to be anxious to come to the school, there has to be some fun. One of the best ways is to have entertainment by the children.

I am going to give you a vivid example of what I saw just a week ago. I was in a county teachers meeting in the northern part of the state. They had a children's entertainment in the evening. The entertainment was pretty good. If it hadn't been as successful, then people would have been just as much pleased. Afterwards I heard one lady say to another, "Wasn't that fine? It reminded me of the time when I was a girl." That woman was having fun, a good time, and any time they want a crowd, all that particular school has to do is to announce an entertainment by the children. The music might be bad but they remember that Willie who plays the fiddle was only ten or twelve years ago just a little toddler and the music he gave at that time was a little bit lower in standard than that which he gives now.

Another way in which co-operation can come is implied in what I have already mentioned. It can be obtained thru the children, thru an interest in their work and thru bringing parents to school on special days. A great many criticize parents for not visiting the school. They say, "I have only had three visitors this year." Let me ask this question, "Have you ever visited a machine shop three or four times a year because it happened to be in your town?" I think not. Suppose you watched the wheels go around and didn't understand a thing about it? How nice a time would you have? The question is its own answer. The situation I draw is exactly analagous. In the schoolroom there are questions and answers, there are assignments and drills and all that sort of thing. The parent sits with book in hand and the teacher asks questions. The parent doesn't understand, and has no interest except that her child is in the class. One ought not to expect parents to come to school any more than to visit a machine shop. Whenever parents come, you ought to be very glad that they come. But if you have special days once a month or once a year, you can exhibit the

work and show parents what their children are doing. Parents can see that this, that and the other thing was done. That is clear enough. When they understand the thing, they come.

The third thing in getting co-operation is this. First, you have to have fun; second, there is the parents' interest in their children to draw them; and third, you must give the women something to do. The first time I heard the statement I am going to make, I did not believe it. This is the statement: "The way to get a man to be your friend is to get him to do something for you." I had always heard that it was "Do something for him." This statement is, "Get him to do something for you." What is the best way to get a man interested in a church? Get him to give \$50.00; he has then given part of himself and becomes interested. Our hearts go out to the things that we do work upon. It is a natural law of human nature, and so if you want the women to be fond of the schools, get them to do things for the school and they will grow to love the school. Women can get up pie suppers, quilting bees, and there is no greater thing than a good old-fashioned dinner. The way to reach all the people is to get them around some festive board. Women are glad to do this. They can also do other things. To illustrate from a city school. There was a little school house, Benton School, in the northeast part of Columbia, where people who earned middle class wages lived. There was a little "Parent-Teachers' Association" formed there in which parents and teachers came together. Not ten per cent of the mothers had ever been in the schoolhouse before. They saw various things—plaster off the wall; out behind there was a runway, a creek that was dry most of the time, and outhouses on the other side. Things looked very bad. Those mothers said it had to change. The teacher helped them to form that decision. Those women went straight to the school board. 'You have this, that and the other at the other schools, and we want this for ours.' The board looked over the school and during the summer vacation the things were fixed. Walls were painted, plaster was put on, and the roof was fixed, the back yard was fixed up and it was made a very presentable place. The women said they wanted manual training. They had box suppers, made cakes, and raised two hundred and twenty dollars by all sorts of devices, and when the school board added fifty dollars they had manual training. The women's hearts are in the welfare of that school now. All this happened because the women got interested.

There is hardly a school district in the whole State of Missouri where the women cannot be rallied to the support of education and where great good to the school will not accrue.

Discussion of Paper, Miss Louise Ozenberger, St. Joseph, Mo.—I think Mr. Charters has very ably discussed this paper and I shall take up one phase of the subject because it is too broad to be taken up and wholly discussed in a short time. I think his idea of getting the co-operation of the women is a very good one because you all know if you have the women in a community enlisted in a good work, no matter what it may be, they will see that it goes. You must have co-operation between parents, teacher, pupils and school board to make a good, successful school. The children ought to have better reading material than they have. Most children want to read something and unless we provide good reading material, they will pick up that which is not so beneficial. What we are in character is determined by our reading. If we try to secure this wholehearted co-operation by the combination of all that goes to make up the school situation, I think we will in a measure solve the problem of co-operation.

Hon. H. A. Gass, Jefferson City, Mo.—In listening to this address a little while ago of Dr. Charters', I expected him to propose that we would all stand and sing, "Let the women do the work, do the work, do the work." I was disappointed that he didn't; I wanted to use my lungs as I did when a boy. I believe that the teacher can get the women of the community and the men of the community to do the things she wants done. You can organize the women and get a force that will enable you to accomplish anything you want.

I am glad so many are gathered here. It is a compliment to the makers of the program and to yourselves that you are interested. I want to say to you country teachers that I hope you will magnify your cause, that you will give your life to it, that you won't be ambitious to get out of the work. We used to think that it was a pretty good place to begin, but soon we wanted to get into the town schools and go away from the place that had given us the strength to succeed and to stand. I hope you will be proud you are a country teacher and be assured that the address about how to get co-operation is every word true. You can command the very best thought and the very best effort if you will wisely organize and wisely lead and wisely command. There is nothing that you can't accomplish if you wish it strong enough to put your heart into it and then back up your judgment and heart's desire by your best work.

I was ashamed when I heard last night that so many teachers in a certain county were beginning teachers, showing that the teachers change about, drift about and have no fixedness of purpose. There is but one reason why a teacher should move from one position to another and that is that the salary is more attractive or that you feel that you have been there long enough so that a change is good for you and for the others. I would be sorry to think that your abilities are so limited that you will reach the acme of your power in one year. You ought to have before you a vision of the things to be accomplished for the boys and girls in your schoolroom, the ones you know and call by their first names. You ought to have a vision of their future so large you would not be willing to leave them. If you love your work and pupils as you should, I believe you can command the best that is in the people so far as financial backing is concerned. If you want to have a pie supper or candy pulling or debating society, you can call the people together at any time and they will second your efforts and help to make a success of your work. Most of the schools are filled with women and the good doctor has told us how women can lead us and I am always more than willing to co-operate with an intelligent woman when she says this thing or that thing needs to be done.

I hope that you will magnify your calling, have a mutual understanding that yours is the best work. There is no greater calling than teaching the boys and girls. While teaching agriculture teach him to use his very best powers. Don't teach that a boy must follow his father's vocation; let him follow the bent of his mind and find out the thing in life he will be most happy in doing.

SECOND SESSION.

SOME RURAL SCHOOL PROBLEMS.

W. M. Oakerson, Maryville.

Public instruction has too long concerned itself with selective education. It has been educating the few and neglecting the masses. It has been catering to tradition which recognizes castes and ignoring Democracy, the source of all progress. Culture for the consumer and ignorance for the producer has been too nearly the plan on which schools

have been maintained. But the dawn of a new day is here. The school is now recognizing its real function and is beginning to concern itself with efficiency upon the part of the producer as well as the consumer.

Civilization will move forward only as a result of a better trained citizenship and an increased efficiency upon the part of the productive enterprises. The one institution touching the most vital element in productive civilization is the school which educates the boys and girls of the rural communities. For that reason it is highly important that the problems that are now checking the proper development of the rural schools be solved. Educators are daily thinking and working upon these problems, but the solution does not seem to have been found.

Dr. Gunsaulus a few years ago made an investigation in his city among a number of professional men to find out how many had been country boys. The following table shows the result: 100 lawyers, 74 were from the country; 100 doctors, 78 were from the country; 12 preachers, all were from the country; 100 engineers, 68 were from the country; 10 editors, 7 were from the country; 100 reformers, 90 were from the country; 100 teachers, 82 were from the country.

If this same ratio will hold good over the entire country, and it probably will, is it not high time that we find and solve any rural school problems that are preventing the country young people from securing the educational opportunities that will prepare them for the best and highest citizenship and that will give them the necessary training for the most important of all vocations, namely, agriculture. Some time ago I sent out a sort of questionnaire to some county superintendents, some city superintendents and some rural teachers and some fifteen replies were made. I summed up the following as the important rural school problems:

Securing of qualified teachers.....	10
Co-operation of patrons and school officers.....	8
Buildings and equipment.....	8
Closer supervision.....	5
Small number of pupils.....	4
Limited finance.....	4
Irregular attendance.....	3
Consolidation.....	3
Better organization of subject matter.....	2
Social center work.....	2
Crowded curriculum.....	2
Uniform term of school.....	1
Larger unit of taxation.....	1
Country high school.....	1
Suitable home or boarding place for teacher.....	3

After carefully analyzing the problems, I summed them up under the following heads:

Securing qualified teachers.....	10
Community co-operation.....	13
Improved physical conditions.....	11
Closer supervision.....	9
Consolidation.....	10

It is quite probable that we will all agree upon the greatest problem of the rural schools, and that is the problem of securing competent, well-qualified teachers. The teacher is the life of the school. Miss Mabel Carney has well said, "The greatest single need for the improvement of the country life at the present time is a corps of properly prepared teachers who will enter our existing country schools and through vitalized teaching and tactful social leadership, convert them

into living centers for the instruction of both children and adults and the complete upbuilding of country community life."

The old adage "As is the teacher so is the school," has much truth in it. A real teacher who possesses scholarship, professional training and a knowledge of child life is able to reach the child in such a way that the child becomes interested, inspired and enthused. When all of our schools are filled with such teachers, then the great problem of the efficient teacher will be solved.

In this day few men undertake the practice of law that have not made a thoro mastery of Blackstone and other law authorities. Men are no longer permitted to go out and practice upon the people as physicians without having pursued a long and tedious course in the study of medicine. The progressive farmer no longer expects to succeed in his vocation without some knowledge of the soil, of life stock, of plants, and of plant diseases and plant pests, and of farm machinery. Then how absurd to expect a young man or a young woman without sufficient scholarship, sufficient professional training and sufficient knowledge of child life to go into the public schools and deal with the most delicate plant, the child.

The second topic for discussion is Community co-operation. The present day school furnishes few opportunities for social mingling and mutual discussions of community interests. The old-time husking bee and barn raisings have become things of the past. The country church that once served as a social center is now sadly neglected. Out of the 3,500 churches in Illinois, 1,032 have no pastors, and 1,600 have not had an addition for over a year. It is evident that if the country church is going to decline, then something is needed to make up for the social loss; the school seems the only and best organization to meet this condition. The school should give the country boy and girl a desire for a higher, social, moral and religious life. These particular phases of development cannot be taught from the text book, but can be taught by right community co-operation and proper community activities.

The third problem is the improvement of physical conditions. The farmer who attempts to farm without good implements cannot expect to become the most successful farmer because of the great amount of waste that he permits. And our communities are permitting much waste simply by failing to provide properly for the physical needs. The teacher cannot render the best service unless she has the necessary equipment to enable her to do her work in the most satisfactory way. It is not necessary to enumerate in detail the essential equipment of a rural school, but every good teacher and every wide-awake county superintendent knows the value of good buildings properly kept; good desks properly arranged; attractive decorations and good interior conditions, libraries, maps, globes and well-kept schoolrooms. These are not only valuable because of the aid in the school work, but are also valuable because of the ethical and esthetical training that pupils receive from such environment.

Another question relating to physical conditions is the question of a suitable boarding place for the teacher. It is very important that a teacher have a boarding place where she can have her own private room, that she be served good wholesome meals, that she have congenial companions, and have a way provided for her to attend church, go to town occasionally and meet with the community gatherings.

A county superintendent at a conference in one of the southern states reported during the past summer that the only place open as a boarding place for one of his teachers was in a home where the husband was living with his second wife and the wife with her second husband. In this home were five children from the father's first marriage, six from the mother's first marriage and five from their second marriage. There were more children in this home than the teacher had in her school, and while the parents were generally in harmony, there

was no general agreement among the three sets of children. The teacher was forced to resort to the school house for privacy in her studies. These are extreme conditions of course, but frequently teachers do not have satisfactory boarding places.

The next problem is that of closer supervision. No system of schools can succeed well unless properly supervised. Even tho the teachers are fairly competent, the equipment sufficient, and the course of study well organized, there is still a need for a competent supervisor. The rural schools are not properly supervised and cannot be so long as the superintendent has as many schools to visit as he now has and with the schools scattered as they are, with the many other duties that he has to perform. There is no class of teachers who need so much supervision, because a very large per cent of the rural teachers have had no experience and many of the schools are inadequately supplied with equipment. Many teachers are now rendering very inefficient service but with proper supervision would become very efficient teachers. There is no place in the entire school system where such great waste may be found as that caused by lack of supervision. I know from my long association with county superintendents that they are a conscientious, energetic, devoted body of workers, but the office imposes a task upon them which it is impossible for them to perform.

The best solution to the problems named above is consolidation of schools. Hon. W. T. Harris said long ago, "Upon the success of consolidation rests the chief hope for the improvement of the rural school. It is fortunate that a device which changes the ungraded school into a graded school involves a saving of expense. The improvement is well worth the trial, even were it to double the cost of the rural school."

Consolidation will aid very much in solving all the problems that I have discussed. Consolidation will bring about closer supervision, will be the means of greatly improving the physical conditions of the school, secure greater community co-operation and will develop stronger teachers.

It will be some time before all of these problems will be solved, but I am not at all discouraged for I have a vision of the future when the boys and girls of the rural communities will have brought to them the inheritance to which they are entitled.

THE RELATION OF THE RURAL SCHOOL TO THE NEEDS OF THE PEOPLE.

Geo. W. Reavis, Jefferson City, Mo.

I will discuss the question of the Relation of the Rural School to the Needs of the People under the following heads: Buildings, Course of Study, The Teacher, Social Center, and Administration.

I asked twenty-one rural school supervisors of the United States to contribute material relating to this subject, and this paper is more in the nature of a compilation of other men's views than an exposition of my own opinion. However, with the thoughts herein contained I am in hearty accord.

The first step to consider in the erection of a new building is the probable number of children to be accommodated. This determined, the next step is a consideration of the financial ability of the district. Every district should decide to make use of the best materials and plans it can afford. The third step, and the one which should be considered well, is the architectural design. The box-car type should have no place in mind or fact. It is suggested that school boards employ a competent architect to work out the plans best suited to the local community.

Experience has taught that certain standards in arrangement and plan should be complied with in order to meet the demands for the natural growth and development of the child; for example, the method of admitting light to the room, the size of the room, its height and shape. Certain limitations in these matters have been prescribed by the best authorities on school architecture and should be carefully observed by those entrusted with the erection of new school-buildings. The room should not be more than thirty-two feet long nor more than twenty-four feet wide. The reason for these limitations is the protection of the eyes of the pupils engaged in regular class room work. The room should be thirteen or fourteen feet high. This size will be ample to seat fifty pupils, allowing fifteen square feet of floor space for each pupil. Only single desks should be used.

The light should be admitted from the left side through windows placed close together to prevent unnecessary shadows. They should not be nearer than five or six feet to the front wall, and should extend well up to the ceiling line.

Foundation walls should be concrete or stone. All outside steps, walks or platforms should be concrete. Floors should be double, the under floor laid diagonally across the joists. The floors of a schoolroom should, each summer, be scrubbed until thoroughly clean, allowed to dry and oiled with boiled linseed oil applied hot. This oil can be applied with an ordinary floor mop. Apply as much oil as the wood will absorb. This fills all the pores of the wood, and hardens the wood and greatly lengthens the durability of the floor. After the floor has been treated thus, use a sweeping compound and there will be little trouble with dust. Instead of the above floor treatment, some school boards varnish their floors with a heavy coat of hardwood varnish. This is probably the best floor treatment. Such a floor can often be wiped with a damp cloth, and can be cleaned with a brush as easily as a tile or cement floor. The floor varnish must be renewed every two or three years. Real slate blackboards are the best and most economical in the end.

A cloth, dampened with a little kerosene oil, should be used to wipe the furniture. Never use a feather duster—this only scatters germs.

The rural school will never directly meet the needs of the rural people until a course of study is used that has been prepared with their needs in mind. The activities of the farm must be emphasized in the study of all the subjects taught in the rural schools.

Statistics show that pupils begin to drop out of school in great numbers at about twelve years of age. That this is due entirely to the course of instruction is absurd, but to dismiss the subject with the assumption that the course of study is in no way responsible is equally absurd. In the schoolroom we deal with two types of individuals. One has the student-type of mind, and the other the artisan type. This first type is adapted to and necessary to a professional career. For this individual the present course of study is well adapted. The school has taken him under its care and training. It has taken him thru the high school and college and university and consciously or unconsciously fitted him for that place in life to which he is best adapted. In all probability the finished product is a doctor, lawyer, dentist, preacher, or teacher. In doing this the school has done its duty and performed a service to the state. The other individual has suffered neglect. He is ambitious, he is not an idler by nature, but his is the type of mind that suffers discouragement unless he can see the fruits of his labor in tangible form. He wants to be doing something. He wants something in hand that says "well done." He has ideas to which he wishes to give expression, but he is not gifted in expression by word. He wants to make something and give expression to thought thru his hands. To show his real worth he must be given opportunity

to give expression to his ideas in this way, and he should not only be given opportunity but he should receive encouragement on the part of the state. The opportunity may be brought to him thru the school in just one way, and that is thru a different course of study. In our present course we spend years with the child that he may become master of his ideas, and much attention is given to perfecting his language in order that he may give proper expression to them. In the new school he must have the training that will make him master of his ideas, but he speaks a different language. His is a language of the hand. It finds expression in action. With him actions speak louder than words. But this child who speaks the tongue of a Burbank or an Edison, needs training that he may speak more perfectly the only language that he knows. "To him who in the love of Nature holds communion with her visible forms, she speaks a various language." Today there are thousands of boys in rural Missouri whose education has been cut short because the school has refused to allow them to give expression to their ideas in the language that they can best speak. Their tongue has been tied by nature and their hands have been tied by the schools. For this reason, in part, they have gone where they will allow them freedom of thought and expression, where they can use their hands. It may be to the factory, it may be to the farm. In our state it is usually the farm. A new course of study is needed in our rural schools. It should be planned along industrial lines. Equipment must be provided and a trained teacher who is gifted in securing the proper expression of ideas thru the hands must be supplied.

There should be a County Supervisor of Agriculture and one of Cooking and Sewing; Manual Training and Industrial Work should be encouraged, and school credit should be given for this work, even tho some of it should be done at home during the summer vacations. If this work is organized after the manner of Boys' and Girls' Clubs, it forms the connecting link which has also been the "missing" link between the school and the home.

Educational work should be kept alive in each community thruout the whole twelve months. For eight or nine months each year the home should co-operate with the school, where most of the educational work is carried on, but during the summer vacations the school organization, thru County Supervisors and Principals employed for twelve months should help to make the home work of both boys and girls of educational value. Most of this home work has little educational value now, and is regarded as just plain "work," and very often degenerates into drudgery, when if a little supervision could be given to the farm work which is done by the boys, and if some supervision could be given to the cooking, sewing, and general housework done at home by the girls in the summer, much of this work could be made to have great educational value.

I do not mean that children should be kept continually at study, and that every day should be a school day, but that the children's home work should be organized and supervised by educators from an educational standpoint during the summer vacation, instead of letting the school system completely die and come to a full stop at the end of each regular school year, as it does now.

County Supervisors could meet club members at the school-house once a month, and the Principal employed for twelve months could occasionally visit the homes, the fields and the gardens of the pupils and could thus keep in touch with the children and parents in a way that would help the school, and at the same time make the school more helpful to the community which supports it. This would be easy and natural if each community had ten acres of land for a school site and provided a home for its teacher. There should also be a school-house built to meet the community needs, instead of a place in which children sit, study and recite. It should be the common meeting-

place for the whole community in which it is located, and should be used by all the people for school entertainments, musicales, literary societies, lecture courses, farmers' meetings, and all such activities in which the interests of the entire community center.

I firmly believe that the school owes something to the community that supports it, and when it begins in a more earnest and intelligent way to pay its just debts to the community, which it has not yet fully done, the tax-payers will be more liberal in its support. Rural communities, all of them need a richer social life. They need lecture courses and various kinds of entertainments which the schools can at least help to provide. All useful practical work done in the school proper goes back to the home where it bears fruit. In this way milk-testing, seed-testing, stock-judging, garden work, cooking, sewing, and all similar lines of work, all of which can and should be done in rural schools in a small way at least give the school another chance to help the people who support it.

Because of the rural teacher's unique position and duties, he requires a special training and preparation for his work. The rural teacher should have at least the equivalent of four years of secondary education in addition to a good elementary foundation. This schooling should have meant for him a development in ideals, habits, tastes, and power to grow. He should be cultured in the best sense of that term in addition to the scholastic training. At least one year of Normal training is necessary. This work should include general pedagogical principles and special methods. A portion of the course should be devoted to rural sociology and special emphasis should here be placed, not so much on subject matter as methods of investigation and correct interpretation of social factors. With these requirements, we will gradually get more matured persons in the teaching profession. This is especially patent in connection with our rural schools. A near crime in the past has been that we have had a child leading a child. With better training which will, of course, mean better pay, we can look for that judgment, sense and stability that comes only with maturity.

The purpose of Home and School Improvement Clubs will be to meet at regular times during the winter months and carry out a definite line of work, discussing such topics as good roads, health and sanitation, improved farm machinery, Missouri's natural resources, local history, rotation of crops, improvements of soils, better rural schools, consolidation of schools and various other topics.

The idea of making the rural school house a social center where the patrons may meet and discuss vital questions relating to country life is receiving much emphasis by educators thruout the country and many county superintendents in the state are getting ready to organize these clubs.

A bulletin containing suggestions, programs and descriptions of what is being done has been issued by the State Department and sent to each county.

A list of speakers is published in the bulletin and any club officers desiring outside help may communicate with the different Normal Schools, Colleges, and the University. The farm advisers, and commercial clubs will lend valuable aid in carrying on this important work.

At the present time, our rural schools are operating under a system that was made for pioneer conditions which ceased to exist forty years ago. They are managed by local school boards, none of whom claim to be educators, and who would not be able to make them efficient if they were. As far as they have a course of study it is patterned after city schools; it is taught by city-educated teachers who are working for city positions, and who use city made textbooks.

The district system is a weak organization; it does not have a business administration, and is almost wholly lacking in any kind of supervision; it is very much out of harmony with the surroundings in which

it is located; its general tendency is to educate away from the country, and still it does not prepare for urban life; it contributes but little, if anything, to the educational or social life of the community aside from the little it does for the children. These are some of the defects of the district system, as I view the situation.

To remedy this condition, I favor a complete re-organization of the rural school system and would recommend a county unit to take the place of the small, weak, and inefficient district system. This would make a strong and efficient organization under the general direction of a County Board of Education whose executive officer and advisor would be the County Superintendent. This County Board would make possible a business administration for all of the rural and village schools of the county, and at the same time could be made to provide for adequate supervision of all these schools by the County Superintendent, and a corps of County Supervisors as his assistants.

This kind of re-organization would make possible a consolidation of small adjoining districts where this is feasible, thus making larger and stronger schools.

This then, is the new rural school that provides educational privileges as good for country life as those found in the town school; for this is the consolidated school where the term is nine months and where all pupils may complete not only the grades but a high school course as well. Let us bid it welcome. Let us make it easy for it to grow and multiply. Let us be exceedingly glad that it is coming. This new rural school shall furnish opportunity to the country boy and the country girl to develop in the best way for the exacting duties of American citizenship that they may bear well in every conflict that proudest of all civic titles—American Citizen.

Discussion: Mrs. Mark Hiles, Burlington Junction and Miss Pearl Kenney, St. Joseph.

ADDRESS.

Dr. A. Ross Hill, President, University of Missouri.

I have interest and sympathy with the rural school teacher because I was one of them once myself. I came out of the rural schools and did my first teaching in these schools. That was a long time ago. Both your presiding officer and the gentleman who read the last paper were former students of mine. I was interested in this paper dealing in the relations of the rural school to the community and I thought of two or three things. I want to call your attention to the fact that there is one marked difference between the industrial life, also for that matter the social life, of the people of the country and the people in the cities. In the cities the great body of the people are engaged in industrial activities under the direction of expert leaders. If a new invention in science has an effect on any particular line of manufacture, some one in connection with the firm concerned will know how to put that to use and will see to it that every individual in the employ of that firm knows how to use it. Not so in the country. It doesn't matter how much may be discovered by the Agricultural Experiment Station or how much may be taught by the agricultural colleges, it doesn't matter about this unless it gets into the head of the individual farmer. In the country districts every one is an individual and it becomes very much more necessary that every one living a life in the country should be educated. We speak about efficiency of the Germans. It is not merely a question of the individual German; it is a question of the trained leaders. In America we depend for our rural products upon the intelligence and the alertness of every individual who tills an acre of soil. I therefore want to impress upon country teachers that they

have even from the standpoint of the industrial efficiency of the community they live in a much larger function than the city teacher. I hope to see the day when every individual in the country districts will be so educated that we will have industrial efficiency there. I look to the improvement of rural schools to bring this about. It is the social barrenness of the country that drives people from the country to the town. Every boy who went to the country school with me, went to the city and became a hewer of wood and a drawer of water. It wasn't the amount of money they earned that drew them to the city, but it was the very barrenness and sterility of life in the country that they flee from it. Therefore it is important that the country should be organized socially and I look to the country teacher to be one of the factors in doing that. It is important to have rural leaders. It seems to me that just because of the individualism of the country people, just because you can't take the farmer living on the individual farm by the throat and compel him to do things in a certain way and tell him that whatever science says is best, there should be a social leader in the country, who will lead the people who live there to better ways of living and to better forms of individual efficiency. I take it, the great need socially in the country is the need of country leadership. Our farmers will never develop the sort of life there should be in the country so long as they look for their scientific life to Washington, D. C. So, socially it is highly important that there should be a social leadership in the country and I know of no organization so well adapted to taking care of that need as the country school. The responsibility I believe rests upon you. If you haven't got the training, get it. I came out of the country school myself and I was fortunate, or else some people are grossly exaggerating the situation. The last teacher I had in the country school had also had some college training and some pretty wide experience besides. I entered the junior class of the high school by standing an examination. Now, if there are no country teachers in Missouri that are capable of guiding the boys on beyond the routine work of the seventh or eighth grade, there ought to be and if you can get them to do that you will get teachers that have some leadership. Let's have country teachers who have the ability, experience and training for this work so that they can train up a body of young men and women alert to seize upon things of importance for country life by forming the school into a social center. I thank you for the privilege.

Discussion: Miss Nellie Hallacy of Maryville:—"I am going to discuss very briefly a few of the problems of the county teacher. One of the chief problems that I have found, and I presume other teachers have found it too, is that most teachers do not have time to teach the things they want to teach and consequently a great many things are left undone which they would like to do. Most grade teachers have one or two grades to teach in the same time that a rural teacher has for eight grades. There is handwork and things of that kind that the rural teacher wants to teach and is not able to teach because she does not have time to give each pupil personal attention. In paper cutting and hand work of that kind little folks need a great deal of attention, while older folks need some attention also.

Sometimes the rural school board does not furnish or does not seem to see the necessity of furnishing the equipment that the teacher really needs. They mean to furnish everything that is needed, but they are busy and are not able to see the needs of those things. The co-operation of teachers and parents is a thing that is very important in the rural community, and I agree with Mr. Oakerson that consolidation is almost the only thing that will solve these things for the country teacher.

SOME COUNTRY SCHOOLS I HAVE VISITED.

W. K. Tate, Professor of Rural Education, George Peabody College for Teachers, Nashville, Tenn.

I regret exceedingly that my visits among the rural schools of the United States have not thus far brought me into Missouri. If they had done so, I have no doubt that many of the schools which I should describe this afternoon would be in your own state.

All the schools which I shall mention this afternoon have one common characteristic, they spring from the life of the community in which they are located. The activities of the schools are in essentials at least, a continuation of the home activities. The instruction gives the pupils a world view of human activities and relations by helping them to build a tower of observation from the solid substance of their own life experiences and interests.

My description of the work of the schools which I have chosen will necessarily be very brief.

I. This school is called the Experimental Farm School and is located on the campus of Winthrop College, at Rock Hill, South Carolina. A complete description of the school and its activities will be found in a bulletin issued by the United States Bureau of Education. The school is now in its fourth year. The teacher, Mrs. Hetty S. Brown, was formerly a primary teacher in the city schools of Spartanburg, South Carolina. When she was appointed to the place in the Experimental School, she was told to proceed with the organization as if there never had been a school, considering merely the needs of the children and the ideas which were in their minds when they reached the school-house. The only building at the disposal of those who were interested was an old dance hall which had been turned, for the time being, into a cottage for the college carpenter. There was nothing of the conventional school appearance about the building. A large room facing on an open piazza was chosen as a school-room or living room, as we called it. Windows were cut to secure the necessary lighting. Tables and chairs were arranged for the pupils. Blackboards were placed on the walls and a bookcase and school library suited to the needs of young children, were installed. Next to this class room we fitted up a kitchen and a work shop. The kitchen was supplied with a good range and simple cooking utensils. The workshop was fitted out with a large work bench and one or two discarded sloyd tables. We bought and borrowed hammers, saws, planes and a few of the other simple tools which might be found in the ordinary farm home. The principal element, however, in the school equipment was a large garden containing about one acre, beside the schoolhouse, in a favorable location. The school began in the spring. The garden was plowed and prepared for spring vegetables. Each day began with the work in the garden. The children measured the ground, decided how it should be divided up into plots, spaced out these plots, decided what vegetables should be planted, prepared the soil, added the fertilizer and proceeded to garden in approved style. In this gardening there arose the necessity for arithmetic, reading and writing, manual training and other school subjects. The plots had to be estimated and measured. The children determined the width of the rows, the number of plants and seed necessary and the length of the line which was used for making the rows straight. All these gave abundant opportunity for introducing all the simple arithmetical ideas. The shop was called on to furnish the markers for individual beds and for the walks. It was desirable that each child should place his own name on a marker in the corner of his plot. The name of the vegetable that he had planted was written on a marker at the end of each row. This made it necessary to go into

the class room and learn how to write. The children decided to keep a garden book in which to record the principal facts about the garden plots, such as the time of planting, the time the plants came up, the rate of growth, the first blossoms, the time the vegetables were gathered, etc. The making of these garden books brought in more measurement, more manual training, paper folding, writing, and above all, careful observation. It was Mrs. Brown's custom to begin the day's work in the garden. She found that the children worked much better, that the reading, writing and arithmetic in the school-room was better when they had had a preliminary hour working in the soil. These early morning activities usually were the basis for the class room activities of the day. However, physical activity, such as gardening, manual training, washing, cooking, sewing proceeded simultaneously with the reading, writing and arithmetic. One group would be in the kitchen, another in the shop, another in the garden and still another in the class room at work at the blackboard. The teacher spent her time in directing these groups. We soon found that the recess, in the ordinary sense of the term, was unnecessary. The children preferred not to break in on the day's work with an unnecessary intermission as the activities themselves were natural and brought no mental fatigue. Dinner was put on the kitchen stove in the morning as the housewife would at home. This dinner was made up largely of the vegetables which the children grew in their own garden. At twelve o'clock the school gathered around the large table on the piazza and ate together the dinner which had been prepared. This gave the necessary opportunity for instruction in table manners and the hygiene of eating. After dinner each one had something to do in clearing the table and washing the dishes. Even the directions about these household tasks were made to serve the purposes of instruction. The teacher would write the instructions on the blackboard and each child would find there the thing that he was to do. I wish it were possible to continue the story of this interesting school. You will find many more details in the bulletin referred to above. These children not only learned gardening, nature study, manual training, cooking, sewing, but learned also the things which we include under the more formal names of the elementary school curriculum. In fact, I have never seen a group of twenty-five children who could read better, spell better, write better, and knew more about elementary arithmetic than did these children, taught in this unconventional way. They loved school, they were there early in the morning and lived a life full of enjoyment thruout the day. They developed initiative and self-reliance and when they finally left this school to go to the city graded school system or to the training school at the college they showed exceptional thinking ability.

II. A few years ago I had the pleasure of visiting the country schools of Page county, Iowa, just across the Missouri line. The school which I have just described attempted to bring into the schoolhouse elements which made up the rural community. The schools of Page county made the successful attempt to spread out the walls of the schoolhouse until they included all the activities of the district and made every farm, every kitchen and every shop in the district a part of the school equipment. The men and women of the district were each in his own sphere a part of the teaching force. The farmer in the district who knew most about corn gave lessons in corn judging. The woman in the district who baked the best bread gave instructions to the older girls in bread baking. A dairyman brought in his Babcock milk tester and the children learned to test milk. The arithmetic, the geography, the grammar, the spelling, the reading were based largely on country ideas and country activities. I visited one of these schools at the opening exercises. After songs, prayers, and a verse of the Scriptures, the children brought out from their desks some specimens of weeds which they had gathered on their way to school. These were classified. Their seeds were identi-

fied and compared and put with the collection which was exhibited on the schoolroom walls. The children noted methods of seed distribution, the general characteristics of the weed and the methods of fighting them.

Then there was a contest to see who could name the most apples from a collection which the teacher had gathered together on her desk. It was the day set apart by the agricultural authorities for selection of seed corn. Two boys came to the front and showed by actual demonstration how to hang up seed corn for drying. In the room was a kitchen table which the boys had made and a seed testing box which had been utilized the spring before. The primary reading charts were illustrated with country birds and flowers, with ears of corn and pictures familiar to the country child. The arithmetic dealt with corn, apples, and hay and feeding. The grammar sentences were not taken from the book, but were suggested by the life which was taking place around the school-house. The boys of the district and of the county had a corn judging team which had for three successive years taken the first prize at the State Agricultural College. The county had a bread-baking team which had also won the prize at the State College of Agriculture. We must not imagine, however, that the ideas of these boys and girls were limited to their immediate surroundings. The fact that the instruction had been based on ideas and activities with which they were familiar had, however, given to all their work a vitality and interest. The motto for the county was "country schools for country children."

III. My next school is in Canada, two hours' ride on the train from Niagara Falls. There is a pretty brick building covered with ivy, containing two class rooms, a library, and in the basement a heating plant, a manual training room and a large play room which may be used for the community fair exhibit. The grass-covered lawn is ornamented with beautifully kept flower beds. In the rear is the playground and just beside the schoolhouse is an acre lot laid off into flower and vegetable beds in which the children learn to cultivate the flowers and vegetables which grow in this section. In the fall the seeds are gathered and next spring in each of the farm homes there is a reproduction of the school flower beds. In the community plot, experiments, with especial reference to the gardening work of the community, are suggested by the Provincial College of Agriculture.

The year I visited the school the children had conducted an experiment with a fifth of an acre of tomatoes to determine which of the thirteen varieties was best adapted to canning. They learned how to bud peach trees, to graft apple trees, to spray grape vines and to do the other things which have a meaning in a section devoted to horticulture. There are two teachers employed in this school. In the winter months, when gardening is not possible, the principal conducts manual training classes in the basement and the assistant, classes in sewing with the girls. Across the road is a community hall seated with opera chairs fitted up with a stage and piano where the community meetings are held. Adjoining the community hall is a large playground with swings and other apparatus for play and recreation. There are stables on the edge of this playground where the horses of the community may be put up when there are community meetings. In the community hall are held the literary society meetings of the community. A community lyceum is conducted here every year consisting of five or six numbers, the last one being usually a first-class musical concert. In this school beauty, recreation, and utility are combined in an almost ideal way.

IV. The next school which comes to my mind is in a country village in Switzerland. The schoolhouse is a two-story building, with wide projecting eaves. There are two large class rooms down stairs and five rooms up stairs. The upstairs rooms constitute the home for

the teacher and his family. Pot plants are in the windows, and spotless curtains give the cottage a homelike atmosphere. Beside the schoolhouse is the teacher's garden and the outbuildings which make up the modest country home. The principal has been in this community for fifteen years. He is a graduate of the Cantonal Normal School. He plays the violin as one of his prerequisites of a teacher's license and the singing of the school is one of the strong features in community social life. He leads the singing in the Sunday school and is organist at the church. He is employed for twelve months in the year. His home and the garden are furnished him as a part of his compensation. The country school runs for thirty-four weeks in the year and the vacations occur at times when the children are most needed in the farm work. Every child of school age in the district is in school. In the summer the school begins at seven in the morning, and the children are all there on time. There is usually a two-hour lunch period at noon. The teacher merely goes up stairs and gets his lunch and has a period of rest for the preparation of his afternoon work. In the school is a fine collection of material which has been gathered for purposes of instruction. The teacher has been elected by the people of the district for six years and expects to remain the rest of his life perhaps in this community. He has amplified the Cantonal course of study, having in mind the particular needs of the children whom he teaches. He is the secretary of the local farmers' union and treasurer of a co-operative creamery. He is a man of influence and has entered into all that makes up the life of his people. He is able to adapt his instruction to the needs of his children because he has lived in the community long enough to know the needs of his people.

V. The schools which I have thus far described have all been small schools. While it is possible to have a good small country school, it is much easier to have a good school if consolidation is worked out and five or six teachers are brought together in one place. Better classification is possible. The course of study may be enriched and the social incentives to good school work on the part of the teachers and children are much stronger.

I have in mind a school which I visited in a country community twenty-five miles from a railroad in South Carolina. This school began as an ordinary three-teacher country school of the conventional type. The people, however, employed a good man and kept him from year to year until he has been in the community ten years. He has bought him a small farm and has built him a home there. The fact that he has organized a good school has brought about gradually a consolidation of the smaller schools in the vicinity until the school now employs seven teachers and a music teacher. A teachers' home has been built beside the schoolhouse and the six assistants live in this home, which is kept by a woman employed for that purpose.

At first the ambition of the school was to develop a course of study that would enable the boys and girls of the community to go to college. The principal and teachers succeeded in this effort until the pupils who graduated from the school began to take the State scholarships over the graduates of town schools in the same county. The school, the teachers' home, the community church and the pastor's residence beside it, became a well-knit, a well-organized community center. People were proud of the school and willingly voted special taxes to support it. Two buildings were erected in place of the one which first accommodated the pupils. Gradually, however, it was seen that this school did not sufficiently meet all the community needs. One of the assistants took it upon herself to develop a school garden. This was a great success and \$40.00 worth of vegetables were sold from it in one year. Some land was secured back of the schoolhouse and a three-acre experiment in crop rotation was devised to teach the principles of soil building in a community where cotton farming was a rule.

The principal noticed that the people in the community did not understand dairying. A small dairy barn was built near the schoolhouse and a milk house was erected with modern machinery installed. Gradually the school has developed its ideals and has now entered completely into the life of the community in which it is situated. This has come largely from the fact that the principal has been retained until he has seen for himself the needs of his people.

VI. The last school which I shall describe is located near Nashville in Summer county, Tennessee. It was started a few years ago by a young man and his wife who were graduates of Cornell University. They bought land at \$3 per acre and proceeded to develop it. A home was built. The land was cleared and the crop was put in. The young couple proceeded to get acquainted with their neighbors. They were friendly and soon made friends. The farm of the young Cornell graduates became in many senses a model for the community.

One night he gathered some of his neighbors at his house and organized a night school. This was a great success and he was finally prevailed upon to take the community school. The neighbors themselves came in and built a schoolhouse which was used for several years. The school which they taught was a success from the beginning. They had become acquainted with the parents of the children and they knew the needs of the community. They taught in terms of country life. At this point is now located a large consolidated school of which the young man is still principal. His land is now worth \$60.00 per acre. He has, through his own efforts, demonstrated for himself that a good school in a community gives greatly increased land value. If we believe that a good school improves the community, are we willing to put our theories to the test as did this young man? He has not only improved the community but he has acquired competence at the same time.

Discussion: Prof. Mark Burroughs, Kirksville.—“At this late hour if I could speak with the tongue of angels and tell you I could speak for fifteen minutes, you would ask me if I couldn't print it and send it to you. So I am going to speak two minutes. I am going to hold my watch in my hand as an evidence of good faith.

These talks have suggested a great many things to us and we are going back with inspiration. They have called to our mind the quotation, ‘People perish when they have no vision.’ Country schools have been improved but they haven't kept pace with the city schools. As mentioned by Dr. Hill the country has lost its leadership largely. When we teach history in the country schools, most of us being country-bred, take pride in pointing out names and telling that they have come from the country—that Lincoln was a rail-splitter. If we would point to the illustrious universities of the great middle west—there are twenty-five of them—we would have to tell that of those twenty-five presidents only two are country-bred boys. President Hill is one of the two examples we have in our midst.

It is this larger vision we are getting from these talks to-day that is going to help us to work from that side. You might read, if you are interested in some of these talks, a little bulletin published by the Bureau of Education written by Professor Tate on Swiss Schools. It will help you in your endeavor here in Missouri.

The teachers' boarding-place Mr. Oakerson spoke of—if you would like to read something about that write to me for the last number of ‘Rural Messenger.’ My two minutes are up. I have other things I want to say, but will have to save it for another time.”

Prof. L. B. Sipple, Kirksville.—“This has been a very interesting meeting and along the line that Mr. Burroughs has mentioned is the

fact that we go away from these meetings feeling better and stronger; that is the way I feel after I have attended meetings such as this. I hope no one will go away with any discouragement and feel these things are so far above us that they are beyond attainment. Many of these things can be divided into three classes, those having to do with the teacher, with the school board, and with the community. I am going to dismiss those that have to do with the teacher as I hope you are all qualified. How I wish the school boards were all here. I hope the time will come when we will see all school boards in the Missouri State Teachers' Associations. The lady mentioned awhile ago the problem of equipment. The school board does not realize the importance of a map, of equipment. That is one of the difficulties that ought never to rest upon your shoulders; the school board ought to shoulder the burden and not leave you to bear it. It seems to me that we are talking much about social center ideas, we have heard a great deal about it at this meeting; we are thinking about it and this year we are going to get results. You cannot make the school better than the community. The community has to lift itself up, has to grow and develop, but we teachers can be the leaders and that is the thing, I say, to help the community to grow. We have some rural schools in Missouri that are the equal of any Mr. Tate told of, I am sure, but the trouble is there are not enough of them and there are not enough down in South Carolina. We want more of them.

DEPARTMENT OF ADMINISTRATION.

Chairman, L. McCartney, Hannibal.

Vice-Chairman, Jas. A. Robeson, Pleasant Hill.

Secretary, Myrtle¹ Threlkeld, Shelbyville.

Friday, Nov. 13, 1914. English Lutheran Church. (Joint session of three departments).

Promptly at 2 P. M. Chairman L. McCartney called the meeting to order. After appointing the Nominating Committee the regular order was suspended to allow the City Superintendents' Division to complete some unfinished business.

Chairman McCartney again presiding, the program was taken up. In the absence of Supt. Ben Blewett of St. Louis, the topic "Can we eliminate the school laggard?" was well represented by Dr. Clark of the Kirksville Normal School.

Miss Macrina Bell, in a ten minute paper, gave some valuable hints on "Training Home Makers for the Rural Communities." "Is the ungraded room practicable for the Eight Room Building?" The arguments both for and against this, were extensively given by I. I. Cammack of Kansas City.

Dr. Elliff of Columbia next presented "Vocational Education." This was evidently a topic of common interest, since it developed a spirited discussion on "Financial Support, How Provided and Administered." The consensus of opinion being that definite legislation should provide for these.

Report of Nominating Committee made and election as follows:

President, J. E. McPherson, Columbia.

Vice-President, F. H. Barbee, Nevada.

Secretary, Nelle K. Sutton, Bethany.

No further business appearing, and the program being concluded, adjournment was declared until November, 1915.

MYRTLE THRELKELD, Secretary.

TRAINING HOME MAKERS FOR RURAL COMMUNITIES.

Macrina Bell, Columbia.

The few suggestions which I have to make this afternoon on the subject "Training Housekeepers for Rural Communities," have been gleaned for the most part from my own personal experience thruout this state during the last fifteen months.

As I go about the state visiting the various homes, in the rural communities, I find many women in charge of homes who are not real home-makers. Now, why is this? I believe because they have had absolutely no training in the science of home-making before marrying and assuming the duties of a home.

There are two kinds of training necessary before a girl becomes a good home-maker. (1) The training which every girl should receive from her mother in the performance of every household task. (2) The training which we are giving in all of our Home Economic Schools. Here every phase of home work is given. The girls are taught that it is an accomplishment to be able to do every kind of house work and that they should take a pride in such work.

In my work I find a vast number of women who have had neither home nor school training. Their mothers failed to give home training for some reason—it may have been because they were too busy, or thought it was unnecessary. Then the Home Economics Schools—you must remember are comparatively new and probably were not available. Again, many mothers are not as yet convinced that these same schools are practical.

The present problem, then, as I see it, is first how to make better home makers of the women in charge of the homes of today; second, to convince them that their daughters should receive training in Home Economics, since they are to be the Home Makers of the future.

It is along these lines that my work for the State Board of Agriculture is centered. For the most part I work with the women of the rural communities and small towns. Many claim that women after having formed definite habits in housework, will not change their ways and that we should concern ourselves with the girls. I believe this is a mistake, since I find the women most responsive. They want new methods, new ideas, etc., but do not know where to obtain this information.

Our method then of training home makers is as follows:

Organization of women into clubs, called "Home Makers' Clubs." There is absolutely no cost attached to these organizations. The object of such clubs is to enable the members to study Home Economics. The women learn the true meaning of Home Economics—that it is not just cooking and sewing, but "home making." Again, they learn all the new things taught in our Normals, Colleges and Universities, since they receive free lectures and demonstrations from time to time thruout the year. In a short time they realize that they are not able to give their daughters everything in home work and that Home Economics Schools can and should supply this material. In this way their interest in the schools is stimulated. They begin to

want home training given their daughters in the one-room rural school. (By the way, several clubs in the state at present are working on this problem—how to give girls Home Economics in the Rural Schools.) When the mothers want this work it will be easy to put it in the schools, but they must *want* it first.

In conclusion, I want to suggest two important means of training home-makers for the Rural Communities:

- (1) Give the mothers some idea of the meaning of Home Economics.
- (2) Introduce Home Economics into every rural school.

CITY SUPERINTENDENTS' DIVISION.

Chairman, George H. Beasley, Liberty.

Vice-Chairman, C. A. Greene, Webb City.

Secretary, C. C. Thudium, Fredericiktown.

November 12, 2 P. M. Geo. H. Beasley presiding.

After meeting was called to order, chair appointed nominating committee as follows:

Miss Nettie Sanford.

A. R. Coburn.

J. A. Koontz.

Program as follows:

I. Dr. W. W. Charters, on "Desirable Changes in the Present Organization of the Elementary School." Advocated *elimination*, not of certain subjects, but of certain topics of those subjects. Function of elementary school to be practical.

(a) Elimination applied to spelling. Spelling should be a matter of the *written* vocabulary only. Should consist of irreducible minimum at that; only those words which student actually needs.

(b) Applied to grammar, the purpose of which is to help a pupil to learn to speak correctly.

Spoke of results of his experiment in schools of Kansas City. Seven hundred pounds of composition collected in grades. Examined and found twenty-six rules broken in oral grammar and thirty in written grammar. These rules broken in simple sentences. Hence eliminate complex rules and teach simple rules in simple sentences.

The above cases typical of other eliminations that might be made.

II. Paper by Supt. C. A. Greene, Webb City on "Desirable Changes in High School."

III. Paper by M. G. Neale, Dept. Education 5th Dist. Normal, Maryville, on "Desirable Changes in Course of Study."

Discussion:

(a) A. R. Coburn advocated retaining the fabric running through our whole system of education, and not to make a wholesale revolution.

(b) E. R. Utter spoke of dilemma found in trying to adjust a high school program to fit recommendations of state department and state university. Recommended community survey to ascertain the mold to be given course of study.

(c) Supt. L. McCartney, Hannibal, called attention to desperate

need of separate classes for the pupils of adolescent stage who have not yet reached high school.

(d) Supt. I. I. Cammack, Kansas City, pointed out beneficial results of providing isolation for and separate instruction of backward adolescent students, as shown in an experiment in Kansas City.

It was moved by L. McCartney, and seconded, that the chair appoint a committee of five members to make a study of the organization of elementary and secondary schools and report at the next yearly meeting. Motion lost.

Officers chosen for next year:

C. A. Greene, Webb City, Chairman.

C. C. Thudium, Fredericktown, Vice-Chairman.

J. C. Winders, Eldorado Springs, Secretary.

DESIRABLE CHANGES IN THE PRESENT ORGANIZATION OF THE PUBLIC SCHOOLS—THE HIGH SCHOOL.

C. A. Greene, Webb City.

In approaching this subject I have found it necessary, according to my own observation, to review somewhat the modern conditions that prevail in the grades. In other words I have felt the necessity of discussing for a little while the mission of the school or the function of education.

There is no more misapplied and misunderstood word in general use than the word "education." To teach is one thing and to educate is another. You can teach a bull finch to whistle "Hail Columbia" and a parrot to sing "Star Spangled Banner," but no one thinks either is equipped for citizenship.

The mission of the teacher is to prepare the pupil for complete living, and the highest duties of citizenship in the community in which he resides. The teacher himself is the instructor of the past, the interpreter of the present and the prophet of the future.

Civilization itself is but a journey of the race. Some of the evidences of that fact are as follows:

1. Human life is now regarded valuable and is therefore protected by society.

2. Protection of money values was necessary, and even in our own country it has been only during the last fifty years that our paper currency is interchangeable with gold, dollar for dollar. During the "wildcat currency" days a \$10 bill that today might be at par, would the next week probably be at 75 per cent or below par and six months later possibly, would be valueless because the bank that had issued the note had failed. People saw the absolute necessity for protection of money values and provided for it.

3. Political liberty is practically only a recent thing. Nations have slowly, one by one, begun to see that the greatest contentment prevails among their people when the largest amount of political liberty is enjoyed by them. The old absolute monarchies have practically disappeared and the people themselves are given governmental responsibilities.

4. Respect and protection for womankind is more modern than we might think for. Because of the supposed inequality of men and women, the men and their rights were given more consideration and protection than were those of women. And now men are wont to say "The hand that rocks the cradle rules the world."

5. Religious liberty is even more recent than political liberty,

there being yet restrictions as to the former. But as in the case of political liberty, the great nations of the world are finding out that the deepest and purest patriotism is fostered among those who can worship God according to the dictates of their own conscience.

6. The most recent advance in the journey of the race is the adopted plan of universal education. Free public schools in our own country are practically recent.

May not free public or universal education be a two-edged sword? Universal education is still in the experimental stage. Politically we can now forecast that the governments of the world will be republics. But the *real function of education* is still an unsettled question.

The ruling passion of the race is for education. In fact the ability to read constitutes 90 per cent of the educational privilege. Hence we ask the question, is the function of education to know something or to achieve something? Is it to enable us to acquire or to give out? To illustrate: What would you do if you suddenly fell heir to a million dollars? Your answer tells just what you are doing for society. Has education made you selfish or altruistic? Many of us are not very selfish because we have not had the opportunity and we have not been given the one million dollar test.

As before mentioned universal education is both recent and still in the experimental stage. Is it to become our weal or woe? Shall we educate the washerwoman's daughter to leave the wash tub? Shall we educate the ditcher's son to leave the ditch? Shall we educate the miner's son to leave the mine? Is this the mission of the teacher or the function of education? If so, who will do our washings in the near future? Who will dig our ditches and lay our sewer and water mains so we may have the modern conveniences and sanitation? Who will work in the mines and bring forth the precious metals and the coal that is now one of the necessities of life? Or shall we keep some ignorant so that this work may be done? This question greatly impressed itself on my mind this summer when I was visiting the mining towns in the famous Iron Range in northern Minnesota where I noted that fully 98 per cent of the men who worked as diggers in the mines are foreigners who had a very limited education. However, because of the immense taxable wealth in these communities, the children of the miners in these mining districts have the most excellent opportunities for an education and are taking it. Will these miners' boys also become miners? May not education in these communities prove a two-edged sword when laborers are needed in the near future?

If education is to be universal we should emphasize the fact that the *needful* activities of one vocation are as important as another, and the educational system should enrich them all. As a consequence, then, we must change our views on what are to be termed menial employments. My contention is that no employment is menial unless it fails to contribute to the welfare of society. The street sweeper certainly is performing a valuable service in helping to maintain proper sanitary conditions and thus contributes to the happiness, health and welfare of society. I have trained my little girl to regard the man who gathers the garbage at our home as being one of the most useful men in our city. Instead of calling him the old slop man as I heard her once say, she now says he is a nice man who helps to keep us from taking sick. His employment is not menial and is necessary in contributing to the welfare of society. But the man who runs a saloon or who conducts a cigar store is not furnishing the necessities of life and certainly can not be said to be contributing, through his business, to the welfare of society.

Remembering, then, that not all labor is at the washtub, in the ditch, or in the mines, we should, therefore, hold to this one thought, "success in any vocation is the price of unremitting and exhausting toil, against which education is no insurance whatever."

You and I have at some time been guilty of urging pupils on to obtain an education in order to escape arduous labor. We would have unbalanced society and the business world in the community in which we lived. We would have urged a great majority of the boys, especially, to leave their homes and communities and go to the cities to seek office work of some kind in order to escape the honorable vocation of the father. The fact is that usually the truly and best educated man is the hardest worker. And hence education for the individual is no insurance against hard labor or for that matter even against some kinds of drudgery.

What can education promise, then? Simply that *faithful labor shall have its adequate and sure reward*. Why should we ask to be freed from labor? It is unnatural to be constantly at leisure. But what we want to be freed from is aimless and fruitless drudgery. Education can not relieve us from labor or even drudgery, but it ought to lessen the totality of drudgery by utilizing mechanical effort and the further employment of more economic and intelligent direction of human effort, and free us from "that last form of slavery, the drudgery born of ignorance." We no longer plow the soil with the forked stick, seed the cotton by hand or reap the grain with the sickle. Yet these changes to reduce the totality of drudgery have required scientific management.

John Dewey was given the privilege of making some tests at a certain steel plant with some shovelers to ascertain, if possible, the size of shovel to be used whereby the greatest amount of work in shoveling could be done without completely exhausting the workmen. After much experimenting with shovel loads from 12 to 48 pounds, he found that the 22 pound load resulted in the men shoveling more ore and with less exhaustion than any other weight of load with which he experimented. This was a practical application of the function of education as applied to scientific management in business.

We should introduce more of the vocational in our schools so that the school and the shop, the school and the office, the school and the farm may feel that there is a mutual interdependence. I am one who believes that if a boy is working in his father's carpenter shop he should be given credit in the high school for manual training. I would say the same for the boy who works in the machine shop or foundry. If the boy or girl should happen to be getting some good practical schooling in office management, why not give that student credit for some line of commercial work in the high school? If the boy or girl takes music lessons from a good instructor and attains a degree of efficiency that can be determined, why not give that student proper credit for that work in the high school and let it count towards his graduation? As opposed to that idea, I know it is argued that it is difficult to ascertain the quantity and quality of work done by students outside of school. I take the position, however, that when so many of our graduates enter the business world unprepared even in the fundamentals to do the work assigned them, and as a consequence have to go thru a course of schooling and practical instruction that many times reflects on the quality that we have been giving, it is about time that we be sufficiently considerate of the public's future servants by taking the pains and trouble to ascertain the quality and kind of outside school instruction the student is getting and give him credit for it.

Responding to the impatience shown by the business world at the unpreparedness of our graduates to take up business life, we seem to think that the remedy is to get them thru the high school at 16 and 17 and even as young as 15. We rush on with the abridged dictionaries, the condensed classics, Lamb's Tales of Shakespeare, read the story of the Odyssey, and have the bridge or gate to Caesar, all of which would be better termed junk in front of the gate of the subject to be

studied. This studying *about* a subject instead of becoming acquainted with it first hand reminds me of Commissioner Claxton's story of the man in Mississippi who said he liked to read the Bible once in a while because it cast so much light on the commentaries. From the high school the student is hurried thru the college and university at the age of 24 and possibly as young as 20 with his doctor's degree,—an educated man. Educated in what? Educated frequently in the old and ancient world and not in the things of today. Two very prominent evidences on that point came under my observation this summer. One of the Ph. D. professors of the Minnesota University had his ballot thrown out because he did not know how to properly cast his vote in the June primary. Another Ph. D. just voted for but one man because he claimed he didn't know the other candidates. What kind of fitness for civic responsibility has education been for these two men who blundered so with their blood bought franchise as that?

A great deal of this rush seems also to be with a view to gain more leisure time. Goodness knows that we have more now than we know what to do with properly. We have our eight hour laws and along with it we have our commercialized recreations. Instead of the workers going home to be with their families as was advocated to aid the passage of the eight hour law, they pass away their hours at the saloons and pool halls, spending their daily wages. We permit the high school students to be excused at 2 and 2:30 P. M. to give them more leisure time or time for home study. And how is it spent? The venerable late Supt. Greenwood said that the boys, many of them, were spending their leisure time in the pool halls while the girls were gadding about on the streets. We note from this that there is a responsibility resting on the schools to teach the young people how to spend their leisure time. And every time that we neglect to steer the youth in our charge for betterment in social life in our communities, just then some smooth financier takes advantage of the opportunity to commercialize the leisure time of the youth and to create in them habits of shiftlessness and pleasure seeking.

By not giving pupils credit for work they do outside of school and by giving no directing influence to help them pass properly their leisure time, we are educating pupils away from work. He must be in high school or 14 years old in order to work at any gainful occupation as provided by the Missouri child labor laws. So, by our child labor laws, we keep the child from work, send the father and mother to the factory and let the children rove the streets. There is where they get their training for making police court records. Now I am in sympathy with the child labor laws, but I think they are being worked overtime, and are resulting in many, boys in particular, growing up in idleness. Our present statute is more sentimental than practical, and had for its ultimate purpose the forcing of children into school rather than to prevent the hard hearted factory operator from exploiting the lives of children. Why, the majority of the men and women who have won distinction in this country have been child laborers. Our own distinguished U. S. Commissioner of Education, Mr. Claxton, plowed when he was but seven years old. I think the child needs some encouragement for thrift and industry, and by keeping him busy he is out of bad company and acquiring good instead of bad habits. It is better to train the boy to do right than to restrain him from doing wrong.

Why do only 26 per cent of the white population in this country ever reach the high school and 40 per cent never get beyond the fifth grade? They simply remain long enough to acquire the three R's,—the chief demands of business. The reasons for their dropping out may be summed up as being on account of the unexpected effects of universal education which are, as follows: 1. Universal education is not free, but expensive. 2. The child can't earn while he is attending

school, hence is expensive to rear. 3. There is a resulting decreased efficiency of the people.

The efficiency of any system whether school or not is determined by the practical use that can be made of the finished product. There is no "general education" except to fit one for nothing in particular and which leaves the individual without occupation or employment.

Referring to the High School, Doctor Davenport well says that, "The greatest trouble with our educational system of today is that it is laid out too much on the plan of a trunk line railroad without side switches or way stations, but with excellent terminal facilities, so that we send the educational trains thundering over the country, quite oblivious of the population except to take on passengers, and these we take on much as a fast train takes mail bags from the hook. We do our utmost to keep them aboard to the end, and we work so exclusively for this purpose that those who leave us are fitted for no special calling, and drop out for no special purpose, but roll off like chunks of coal by the wayside—largely a matter of luck as to what becomes of them. I would reconstruct the policy of the system by making all trains local, both to take on and to leave off passengers; and I would pay much attention to the sidings, and the depots, and their surroundings at the way stations, to the end that those who do not complete the journey may find congenial surroundings and useful employment in some calling along the line. I mean by this that while vocation should be neither the end nor the means of the educational process, yet it should be its inseparable concomitant. This is education for efficiency and service, whether it ever earns an academic degree or not."

The large majority of our tramps have had the advantages of our schools. They were simply "gorged with a mass of knowledge that had no application to the lives they were to live". And there is one thing worse and to be dreaded more than illiteracy, and that is incompetency, the worst kind of which is that arriving from bad schooling.

The proper function of an organized school system, as well as of a political or legal system, is one which constantly changes to fit the shifting social and industrial conditions of the country or epoch.

The plan of education should prevent social cleavage along industrial lines. Hence it should be that in a company of American citizens one can not tell by the dress, the manners, or the speech what is the occupation of another. We should then have a few schools with many courses, *not* many schools with few courses. Therefore we must agree that in a system of universal education the best results will always follow when as many subjects as possible are taught together in the same school under the same management, and to the same body of students.

Do you say it costs too much? No more to society than to leave the individual student stranded to become a tramp, a parasite, a derelict or a criminal in society later on. Keep down caste, and make the school, yes the high school, the great clearing house for knowledge and power for future activities.

Professor Rice says that in former years he entertained the belief, in common with others, that the cause of the obstacles to educational progress might be attributed to public indifference and its consequences—politics in school boards, incompetent supervision, insufficient preparation on the part of teachers, etc. However, after further study and reflection, he says that he has been led to conclude that these elements are not the ultimate cause of the evil, but constitute only the symptoms of a much more deeply hidden disease which permits all sorts of havoc to be played with the schools. He claims that evil is the fact that educators themselves can not come to an agreement in regard to what changes, if any, are desirable, or feasible. Rice further says that many educators—men of learning and experience—do not appear to be in sympathy with the system of education advocated by reformers.



That others, while admiring the spirit of the so-called "new education," question the feasibility of carrying out its demands in the common schools. Lastly he contends that the great mass of our teachers, who have not entered into the intricacies of the problem, finding that there are many sides to the question, are in a state of doubt, ready to be led by any faction.

Is it not about time, therefore, I ask, that we have less of resolution and more of revolution in our high school curricula so as to meet the demands of the social and industrial life of our complex civilization of today? I am not one who would desert the ship but I am willing to try out some of the new equipment to gain better efficiency and better service.

"Long live our public schools, sending out year by year,
Recruits to true manhood and womanhood dear;
Brave boys, modest maidens in beauty sent forth,
The living epistles and proofs of their worth."

COUNTY SUPERINTENDENTS' DIVISION.

Chairman, James A. Robeson, Pleasant Hill.

Secretary, W. P. Summers, Steelville.

November 12, 2:00 P. M. English Lutheran Church.

Meeting called to order by Chairman Robeson.

In the absence of the regular secretary, Supt. R. H. Boston, of Warrensburg was chosen acting secretary.

Topic: "The County Superintendent's Office Work and How to Manage It."

(a) Circular Letters, Their Value and How Best to Send Them, by County Superintendent T. J. Walker, Cass County.

(b) Office System. County Superintendent Clayton who was to have discussed this subject was absent.

General Discussion.

"Round Table on the County Superintendents' Problems;" A general discussion by County Superintendents Carlstead, McClintock and others.

The officers for 1915 are: Chairman, M^{rs}. Myrtle Threlkeld, Shelbyville; Secretary, T. J. Walker, Harrisonville.

No further business appearing, the meeting adjourned.

R. H. BOSTON, Acting Secretary, Warrensburg.

No papers submitted.

SCHOOL BOARD DIVISION.

Chairman, J. F. Gordon, New Madrid.

Secretary, F. B. Miller, Webster Groves.

The School Board Section of Missouri State Teachers' Association met in the Robidoux Public School at 2 o'clock, Nov. 12. President Gordon in the chair. The Secretary did not have the record of previous meeting in St. Louis.

President Gordon appointed Messrs. Nichols, Conett and Davis to act as nominating committee to report later.

Next matter of business, Mr. Gordon read his annual report.

Mr. Conett of St. Joseph, spoke on the County Unit and asked for better schools in the rural districts with enlarged facilities in High Schools.

Walter O. Hart of Breckenridge was on the program, but owing to his inability to be present, F. B. Miller, Secretary of Webster Groves District, read a paper pointing out the defects in the proposed County Unit Plan.

R. W. Swan of New Madrid read a valuable paper along the same line.

"How to Know an Educational Expert" was the next matter on program.

Mr. W. S. Dearmont talked on this proposition and also went back and discussed the various phases of County Unit.

Mr. S. C. Rogers of Kingston, referred in a very lively manner to the fifty-seven varieties of experts, some of whom he had met in his long life.

Louis Theilmann talked along the same line as Mr. Rogers, "School Inspection That Does Not Inspect" was inveighed against. Happily he thought the bad condition was being rectified. Mr. Meleher made a few very earnest remarks covering both subjects under discussion.

H. E. Nichols of Kirkwood suggested the wording of a resolution, making it mandatory on school board members to attend county meetings with pay and also the sending of at least one member of school board from each county to the yearly meeting of the Missouri State Teachers' Association, expense being paid by the county.

The matter of resolution was left in the hands of the President, Secretary, and Mr. Nichols to draft and hand to the resolution committee.

Next order of business was the report of the Nominating Committee which was the re-electing of the present officers for the ensuing year; Joseph F. Gordon of New Madrid, President; F. B. Miller of Webster Groves, Secretary.

Motion to adjourn was sustained.

F. B. MILLER, Secretary.

OPENING REMARKS BY THE CHAIRMAN.

In making up the program for this meeting I have tried to keep in mind that a good program must present things that are interesting as well as instructive.

The first subject is of importance at this time because a great many teachers and some others are beginning to believe that the ordinary school boards are not capable of selecting teachers, and attending to all the business of the district, and a strong effort is being made to have a law passed that will take these most important powers and duties from the district boards. I feel that this is sufficient reason for a free discussion of the subject as it appears on the program, and I hope that it will be found interesting enough to bring out the expression of the independent opinion of many who are present. Many believe that the desired improvement can be best made by a freer discussion, that, it

is hoped, will come thru the county school board meetings and our State meeting. Since our last meeting in St. Louis I have felt that as school boards receive no salaries, some provisions should be made to pay their expenses, and two weeks ago a thousand teachers in the Southeast Association adopted a resolution asking for the passage of a law for paying the expenses of all members of school boards, to attend the county meeting and providing for the selection of delegates to the State meeting, whose expenses are to be paid by the county.

The second question for our consideration is one of growing importance in this age of progress in education, and it is hoped that some ideas will be presented in the discussion that will tend to put school boards on their guard against false prophets and incompetent advisors. I do not know that this question has ever been on the program before, but we must not be afraid to enter into new paths and keep our eyes open for the discovery of useful things, being at the same time careful not to be too ready to give up the old that has been tried with a reasonable degree of success, for the untried new.

Those who are to discuss these questions are men who have made a success of their life work, and we invite a general discussion by all who are interested.

DISCUSSION OF THE COUNTY SCHOOL UNIT.

F. B. Miller, Webster Groves, Mo.

It is generally conceded that the schools of Missouri have made more progress in the last ten years than the schools of any state ever made in the same time. The past ten years have marked the transit of the old order of things in Missouri, wherein the school people have broken away almost entirely from a reliance upon the private and corporate schools for the education of the youth of all the state. Previous to this time the boys and girls from the best homes in the state received their training in the private academy or corporate religious colleges. This decade has marked an immense evolution in the development of the high schools of the state, both in number and quality.

It has been marked by the active interest of the entire population of the state in furnishing all the children of the state, rich and poor, of high and low degree, with a free education. The ideals of the "before the war" period in education namely; that the public school should be a sort of make-shift for the education of "poor whites" and blacks has been dissipated thru the multiplication of the high schools which are really the peoples' colleges and the general advancement in the scheme of teaching boys and girls in all the studies which serve to fit these same boys and girls to their own present and future environment as citizens of a great state.

Let us review these measures as they have obtained in the development of the Missouri schools. The first of these came about thru the efficient inspection of high schools by the State University, and the attendant classification of these high schools. Someone has said that the American people have two remedies for everything; one, legislation, the other, education. This high school inspection really educated the people of the towns and cities to the value of having their children receive a good secondary school training at home. Without any special legislation this brought about a wonderful revival of the high school spirit, which induced the development of the hundreds of good high schools thruout the state.

Next came the legislation necessary to the creation of a County Superintendent of Schools with real powers of supervision. To him is due the credit for the marvelous development in the rural schools by bringing out a better gradation; a superior classification of pupils; a closer relationship between the rural and high schools and, what is possibly of most importance, the remarkable interest on the part of all

the rural inhabitants of Missouri in agriculture and all other studies tending to fit boys and girls for rural life and prevent their natural inclination to leave the farm and dwell in the city.

The more recent legislation provides for normal training of teachers in the high schools; for state aid; for rural schools that have heretofore been unable to furnish the children of the poorer districts an opportunity for education thru an extended term as is given in the wealthier communities.

Then lastly and what is possibly of more importance, the Free Textbook Law, which provides that thru the initiative of the majority of the voters in each district, all the children may have their textbooks furnished to them from funds provided by the State. This last action of our law-makers has made education absolutely free to the youth of the state and has made possible equal opportunity to all such thru the generous action of the state in furnishing all of the tools for providing a qualitative education.

I mention these things briefly to counsel against any sort of revolutionary change in the school system of Missouri that would tend to upset these splendid laws before they have had time to be thoroly tested.

I maintain that any revolution in our school system at the present time will be injurious to the efficiency of the schools. Let us analyze for a minute the County Unit organization as it has been applied to other states, and determine, if possible, whether its good qualities should demand that we break into our present splendid system of schools under their social democratic organization and work out a plan for a more autocratic organization. The County Unit, as I understand it, was the outgrowth of a demand for better educational facilities in South Carolina, Virginia, Maryland and one or two other southern states whereby it was hoped to develop and enforce a better school system on the poor whites and blacks who had no great interest in educational advancement. It was a desperate remedy for a desperate educational disease. It was applied to states and peoples who had almost no experience in public education.

The County Unit with its attendant scheme of supervision and taxation has scarcely been in evidence a sufficient length of time to demonstrate its efficiency over the more democratic plans that are now in process of evolution in nearly all of the more progressive states of the East and West.

It seems to me that progress comes with responsibility and that responsibility should rest on the shoulders of the people who are to be benefited. I question the advisability of taking from the people in every community the right to control their own schools thru their own elective representatives and guided by the restrictions and advice of our present liberal laws, and earnest superintendents.

Then again, there is no good reason that all competitive emulation should be destroyed in saying to the people of one district where thru zeal and pride they have built up a school of the very best efficiency that they are to be taxed in behalf of people in a district wherein there is no pride and their school is of the poorest grade of efficiency.

I hold that the thousands of school officials and teachers, assisted by the county superintendent will develop a better school, thru their personal pride and the democracy that comes from local responsibility than can be developed thru the action of any five men elected at large, without any special local pride or responsibility in the management of the schools as suggested by the so-called County Unit.

The pride of our state, in fact the pride of all our great states,—in their schemes of education has been in the extreme democracy manifested in the organization. This County Unit is a new thing, comparatively untried; it seems to me that I should prefer the organization that obtained in Massachusetts wherein the greatest of efficiency

has been developed and the best support on the part of the public has been brought about thru their extreme democracy in making every school a social center.

Education is an evolution and not a revolution. This dominant idea of a few school officials, elected at large, distant from the people and attendant responsibilities, might be a good thing for a state that had never had a public free school system. But it is a far cry in the educational world from New York, Nebraska, Wisconsin and Michigan, with their Democratic organization and local officials to South Carolina, Kentucky or Mississippi. The process of evolution of these northern and western states goes back to the ordinance of 1787. Yes, back to the New England pioneer, and I see no valid reason for us to upset our present splendid school system just for the satisfaction of those who desire new things regardless of the lessons in efficiency taught by experience.

With all our splendid statutes ready to be enforced in the development of our schools, it is wise to call a halt in legislation that would tend to upset the entire fabric. These good laws are so numerous, our development has been so rapid that teachers and school officials have not been able to keep up with the legislation of the past few years. Witness: the FREE TEXT BOOK LAW has been only voted on in Referendum and passed to the extent that about thirty-three and one-third per cent of the children in this state have had their textbooks furnished to them in compliance with the law. These things come about because teachers and school officials do not know the real worth and workings of the law. I would counsel that we give the people of the state time to get acquainted with the laws that are now on the statute books before we recommend to them a complete revolution of our school system as proposed by the County Unit plan.

We recognize the splendid unrest that obtains in the teaching profession, but I for one do not believe that it is good to rush off at a tangent and accept everything that is pronounced good even tho I am condemned by those who indulge in the great American game of "Follow Your Leader." We have followed our leader in the educational world thru the mazes of vertical writing and the abolition of spelling and dozens of other things that are now ridiculed as the veriest fad.

DEPARTMENT OF UNIVERSITIES AND NORMAL SCHOOLS.

Chairman, J. G. McMurtry, Springfield.

Secretary, W. S. Dearmont, Cape Girardeau.

November 12, 2.00 p. m. First Christian Church.

Meeting called to order by Chairman McMurtry.

R. S. Douglas of Cape Girardeau was chosen acting secretary.

A nominating committee was appointed as follows: President W. J. Hawkins, Warrensburg, C. H. Williams, Columbia and President J. A. Thompson, Tarkio.

Prof. R. R. Fleet of William Jewell College, presented a paper on "The Co-ordination of College Studies."

Discussion by President Thompson of Tarkio, who said the basis should be the grouping of studies, a free election by the students of a group, but little election within the group. President Hill of University of Missouri said that the free election should be given to those students only who had discovered their own permanent interests.

President Kirk also discussed this subject.

"Higher Education and Democracy of Opportunity" by W. W. Martin of Cape Girardeau.

Discussion by President Thompson, who said the teacher is a missionary with a duty to encourage all young people to seek for higher education.

"The Differentiation of the Field of Universities, Colleges, and Normal Schools in the Training of Teachers," by Prof. A. W. Trettien Drury College, Springfield.

President Kirk pointed out that it is impossible to differentiate students before they are students, and therefore the proposed differentiation of function is impossible.

President Dearmont declared that no technical school worthy of the name is possible without academic instructions commensurate with it and that the only wasteful duplication in education is in technical schools not in academic institutions.

General Discussion.

Following officers were nominated for next year:

Chairman, Paul H. Linn, Fayette.

Secretary, J. H. Scarborough, Warrensburg.

Meeting Adjourned.

J. G. McMURTRY, Chairman, Springfield.

R. S. DOUGLAS, acting secretary, Cape Girardeau.

DIFFERENTIATION OF THE FIELD IN UNIVERSITIES, COLLEGES AND NORMAL SCHOOLS IN THE TRAINING OF TEACHERS.

A. W. Trettien.

The question of the differentiation of the field in the training of teachers is a very living issue among educational institutions today. It is, as it were, the culmination of the development of three-quarters of a century in the attempt at training teachers professionally.

The movement began with the impulse that sprang from the German influence in training teachers in the normal schools of New England which offered a year's course in the elementary branches to young people who had attained the age of at least sixteen years. On completion of the course the licentiate was equipped to teach the studies required by law to be taught in the elementary schools. These primitive normal schools were the joint product of private and public liberality; both citizens and legislatures sharing in the responsibility of founding them.

This normal school idea spread rapidly into the western states. Lexington was established in 1839, Albany, N. Y. in 1844, Ypsilanti, Mich. in 1852, Normal, Ill. in 1857, Oswego, N. Y. in 1860, Emporia, Kansas in 1864, Platteville, Wis. in 1866, Cedar Falls, Iowa in 1876. These schools, and others established subsequently, conformed, in general, to the Massachusetts type. They admitted pupils of varying degrees of preparation, offered a four year's course in the common school branches with advanced secondary school subjects, together with general psychology, history of education, general and special methods and management.

As the public school system expanded with a fuller development of the elementary schools, the kindergarten, and the public high schools, two lines of development occurred in the training of teachers. Colleges and Universities, which had for centuries sent out their graduates and undergraduates to teach in lower schools, now began to add, in addition to the courses in the liberal arts and sciences, courses in general psychology, history of education and pedagogy for those who might choose to teach. Iowa, Michigan, Wisconsin, Missouri and Kansas were among the early universities to establish such departments of pedagogy. There was, however, as yet no differentiation in the legal requirements of teachers. With the increased number of public high schools proper articulation was made to receive the graduates into a two years' course in the normal schools, and some of the more ambitious schools took a second step by adding a third and a fourth year to the course thus establishing the "Normal College," and granting the degree of Bachelor of Pedagogy.

Cedar Falls, Iowa, began with this course in 1876, Ypsilanti, Mich. added the course in 1897, Albany, N. Y. in 1890, Emporia, Kansas in 1907 and many others have followed this same course. This expansion of the secondary schools was met, at the same time, by the colleges and universities by the organization of schools or colleges of education. So that today every first class university and college in the country maintains a correlated department or a separate school or college for the training of teachers. While the normal schools have sent some of their graduates to teach in the smaller high schools, the general tendency has been to prefer college and university graduates, even with limited pedagogical training, in the more advanced high school positions. The National Education Association through its committee of seventeen has established its position that teachers in secondary schools should have a college or university education. The North Central Association of Colleges and Secondary Schools places the minimum scholastic attainments of teachers of academic subjects in secondary schools equivalent to graduation from a college belonging to the Association.

Professor Thorndike's study of the number of years spent by secondary school-teachers in training beyond the elementary school in the country at large is, in the main, eight years.

In the light of this brief historical survey and the increasingly differentiated field of education, what is the most feasible plan for the training of teachers for public school service? Feasible from the standpoint of efficiency and economy. All will admit the fact that the field of education is becoming increasingly more complex and differentiated. The equipment, the personality of the teacher, the nature and purpose of the subject-matter, the method of instruction, and the knowledge of child-psychology of the high school instructor will differ essentially from that of the kindergarten, the elementary teacher, the supervisor of general or special fields and the rural school teacher, if the highest efficiency is sought. In the elementary school the subject-matter is elementary and remains fairly constant in its emphasis upon the fundamental facts and processes for the training of citizens in a democracy. The method of presentation must vary according to the class of children taught. The teacher's real problem is to understand the child's life and mind to such an extent as to employ the best method in directing the child's fundamental interests. The teacher of the adolescent youth, however, has the added responsibility of leading the youth to a discovery of self and self-mastery in relation to his subject-matter. The secondary school teacher needs to possess a vastly broader knowledge of the subject-matter he wishes to teach and its bearing upon the immediate life interests of the youth. The stage of culture represented by the high school youth requires a different method of approach for the best results. What is the solution?

Two possibilities present themselves. First, that the normal schools extend their courses to become the training schools for all teachers in the public school systems. The second, that the work be differentiated among the universities, colleges and normal schools, and each be restricted to the field for which it is best equipped to render most efficient service. The success of the first plan, the extended courses in the normal schools may be judged, in a measure, by the number of students who have in the past remained to take the added work for the normal college degree in those schools in which it has been offered.

Ypsilanti during the first eleven years of the existence of the normal college from 1897 to 1908, with an annual enrollment of over 1,300, had but sixteen enrolled in the third and fourth years, of these eleven were in the third year's course leading to the degree of bachelor of pedagogy, and but five in the A. B. course.

At Albany Normal College, which was designed to be the State Normal College for preparing teachers for secondary schools, the situation was similar. Commissioner Draper expressed regret in his annual report that, while the Albany Normal College was designed to be potential in preparing teachers for secondary schools, superintendents and other supervisory offices, this hope had not been realized.

The Iowa State Normal School at Cedar Falls granted twenty-two A. B. degrees during the first twelve years of its existence.

In the State of Kansas, with an enrollment in the normal school that is nearly equal to that of the entire university, the situation is similar. The number of teachers in the high schools in that State in 1911 who had received their training in the university was 257, of this number 221 were teaching in first class, 33 in second class and 3 in third class high schools. The number of high school teachers who had received their training in the State Normal School was 207. Of this number 132 were teaching in first class, 52 in second class and 23 in third class high schools. It must be borne in mind that the University of Kansas is one of the most conservative and retarded among universities in the matter of training teachers, and the normal school one of the best in the country. If we add to this number the 295 teachers who have received their training in other Kansas colleges the ratio changes as follows: Of this number 220 are teaching in first class, 64 in second class and 11 in third class high schools. The number who received their training in colleges outside of Kansas was 181 of which 160 were teaching in first class, 13 in second class, 8 in third class high schools.

To summarize the whole number of high school teachers in Kansas in 1911 who received their training in various institutions, we have the following table:

	1st Class	2nd Class	3rd Class	Total
1. U. of Kansas.....	221	33	3	257
2. Kansas Colleges.....	220	64	11	295
3. Kans. Agric. College.	46	9	2	57
4. Other Colleges.....	160	13	8	181
Totals for all colleges....	647	119	24	790
5. Normal School.....	132	52	32	207
	779	171	56	997

Wisconsin shows similar results.

If the whole number of teachers required by a state were to be trained in one school or grade of schools, we would have a situation suggested by the Emporia Normal School where the numbers in classes are so large that individual attention is impossible. We are seeing the disadvantages of this in the light of the law of individual variability

and the experience of states like New York, Massachusetts, Wisconsin and others that limit the number of students and establish new schools to keep the classes smaller.

Judging from these facts, the plan of extending the normal school course to include the training of the teachers for the elementary and secondary, rural and college work has not met with success. And the reason is twofold: First, the present organization of the normal school is the result of a process of social and institutional evolution, it fills a definite place in the educational system. The majority of students who attend the normal school are young men and women, mostly young women, who have a rather definite purpose for attending. It is for these distinctly a professional school. Second, other institutions have developed to serve society more efficiently in other ways and we are lead to consider the second plan.

The plan of proper articulation between the normal school, the college and the university is the only feasible alternative that can be considered in our present state of institutional organization. Feasible from the standpoint of economy and efficiency.

In considering the functions of the various institutions it is not my purpose to state whether this or that institution should have a course that should offer one, two, three or more years beyond the high school, that will be determined to a large extent, by the way in which each meets its functions, and the state which it serves.

The function of the normal school according to its history and development, according to the personal of its faculty, the student body and constituency, the course of study and curriculum; the methods of instruction, and equipment of library and laboratory is that of training teachers for the kindergarten, elementary, rural and grammar schools. This without doubt is the biggest problem in education today, and if the normal school will place its emphasis upon this distinct field of work in an artful way, it will have one of the largest and most important fields in the service of humanity. We have still much work to be done before we shall cease sinning against child life in our elementary schools. Let him who doubts this statement observe the results in the physically deformed, the anaemic, the backward, listless and indifferent children who plod their weary way from grade to grade without zest because the teaching is not alive to their needs; or those who drop by the wayside as failures, or those who escape in open rebellion and play truant to become the incorrigibles upon the street—a menace to their homes and to society.

One of the greatest pedagogical needs today is that of developing an art and technique in elementary education that shall meet the needs of every child at every stage of development and then to train those who are to teach him. This is the unique field of work for the normal school, here it is without competition. This will be the economical plan because the most efficient.

But the training of teachers for elementary and rural schools implies a second function. With the demand for greater efficiency in teaching a new conception of a more efficient system of supervision of elementary schools and school work is needed. While it is true that we need to train expert kindergarten, expert primary and expert grammar-grade teachers, we need expert supervisors with whom to counsel and advise for the purpose of eliminating waste. We need also to apply new principles and processes for greater efficiency. The supervisor needs to be trained especially in the principles and practices of education, and in school administration as based upon the laws of child growth, development and hygiene in order to enable him to observe and to direct constructively the work of his teachers. He must have organized the subject-matter for every grade according to the principles of genetic psychology and hygiene of development in terms of which he must measure his results.

Another function of the normal school is to keep in close touch with the problems that are continuously arising in its field. It must send out its experts to study local conditions and needs, to adjust its curriculum to meet these needs, and to enlighten the public in matters of organization, legislation, administration and child-welfare. If the normal school attempts more than this under our present conditions, it will of necessity neglect its own field, and be compelled to increase its equipment to duplicate the college or university plant in library, laboratory and instructional force. And this under present conditions is not feasible.

The first function of the college and the undergraduate departments of the university in the training of teachers, according to our present professional standards, is that of preparing departmental teachers in the secondary schools, normal schools, colleges and universities. The academic courses required for this work are a major subject and two allied minors. The minimum requirement in pedagogical courses that will best meet the needs of this class of students are adolescent psychology, hygiene of development, principles of education, special methods of the subjects the candidate expects to teach, and observation and practice work.

The greatest problem in the training of teachers for secondary schools today is that of developing in the candidate an appreciation of the nature of the young adolescent and the proper relation that the subject-matter bears to youth. Too often the college or university teacher thinks of subject matter alone and holds a haughty aloofness toward anything that suggests a method of teaching his subject to young people of school age. He may even pride himself upon the fact that he has no method of his own be it wise or otherwise. This is only too apparent when he attempts to conduct a class of would-be-teachers in the special method of his subject or in directing the work of a practice teacher. At any rate the young candidate attempts to teach high school pupils as he was taught in college and the results are disappointing. Hence the young teacher needs to understand the adolescent mind, he needs the technique of his special field of culture; these can only be acquired after a thoro course in the subject itself, and in addition properly articulated pedagogical courses. California is right in requiring one year of graduate work for the teacher's certificate for high school work.

A second class of students will be found in every college, among those who expect to teach the technical educational subject or to do administrative work. This class will need to major in the general field of education, including a broad course in the academic subjects, but especially in the fundamental courses bearing upon human growth and development, social organization, educational psychology, technique in teaching, school hygiene and administration; a general course in the study of retarded and exceptional children and practice teaching. This course as suggested will require at least one year of graduate work, better two, and can therefore only be offered by such institutions as have the faculty and equipment to do graduate work.

But there is still another function that the university must render in the field of education. There are many problems in education that are pressing for solution, problems of hygiene, of administration, of adjustment of the curriculum, of social welfare, of vocational guidance, vocational training, of retardation; even the old problems of co-education and special methods of instruction and discipline are far from a successful solution. Then there are new fields that are being exploited in determining greater efficiency in instruction as well as in institutional organization; new studies in biology, physiology, sociology, psychology and ethics that have a direct bearing upon educational principles and methods. All these studies must be reorganized and made available for the practical teacher and school administrator. This research work



Supt. A. F. Asa, Bloomfield, is the other member of the Executive Committee of the County Superintendent's organization. He should appear in the cut on page 34.

requires quite a different type of mentality from that of the teacher in the elementary, the secondary school or the administration officer. It is, however, one of the essential parts of our training equipment of today. To this class of educational experts belong the problems of special investigation bearing upon agricultural, industrial and professional training; reorganization of the geographical units and their supervision; consideration of needed legislation; special study of the psychology of exceptional children, subnormal, retarded, wayward and exceptionally gifted children and a suggestive course of training outlined for each. Such a course would require two or three years of graduate work, and would naturally lead to the higher or service degrees.

In a democracy such as we have in America, where the state and church are separated, the college has a distinct function and that is to offer courses in religious literature and religious psychology and pedagogy that shall prepare teachers of religion and morals. This is not the place to discuss the question whether morals can or cannot be taught directly. Religion and morals are attitudes of mind that rest upon the same psychological processes as do mathematics and science. And a knowledge of these can be developed in the growing youth that will shape his life and career and cause him to succeed or a lack of which may cause him to fail. One of our great educational awakenings of the present time is the value and efficiency of the moral life in all callings. Biology, neurology, sociology, psychology and history of morals all teach this. The home, the schools, the Sunday schools and the churches need a thoroughly organized course of study for the teachers. The college is unique in its organization to serve in this respect. Teachers of the first rank of ability and training are needed today in every community.

The college organized upon the independent foundation has an opportunity to serve the public that is not offered even by the state institutions. An ancient philosopher said that the state cannot lift itself, but the uplift must come from private initiative. The great movement in the training of teachers in colleges and universities was not initiated in the state institutions in this country. Clark University, Chicago and Columbia Universities, upon private foundations, took the first advanced steps in organizing thoroly scientific courses in Education. They are pioneers in research work. They are more independent to move forward unhampered by a tax paying and a politically organized constituency. Drury College is the first institution in the State of Missouri to organize a psychological clinic in which to examine and assist in the training of the exceptional child, to offer assistance in advising with young men in vocational guidance based upon principles of psychology. This field today is virgin field, we all want vocational guidance in every secondary school and college, but thus far it is little more than a word.

Finally, one more consideration. In the past there has existed in many parts of the country a spirit of triangular rivalry and jealousy between the normal school, college and university that has been as unprofessional as it is an obstruction to progress. The new order in social organization is differentiation in function according to efficiency in service. This means a recognition of differentiated functions and co-operation, not competition. It means staff organization based upon principles of social efficiency instead of line organization based upon authority of a dictator. This is the new organization in our more efficient school system with an expert in every field whose ideal is efficient service. It means a new day for educational progress in which each will render the best service for which his talent has fitted him.

Missouri State Teachers' Association

Annual Meeting Kansas City, Nov. 4-6, 1915

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1. Finance—Messrs. Hawkins, Emberson and Hill.
 2. Investigations and Legislation—Messrs. O'Rear, Barrett and Hill.
 3. Publications and Publicity—Messrs. Hill, Cammack and Spencer.
WM. P. EVANS, Jefferson City,
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- Next meeting of Executive Committee, Kansas City headquarters,
November 3, 9 a. m.

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Constitutional Code Relating to Education—Dean C. A. Phillips, Warrensburg, Chairman; Dr. Isador Loeb, Columbia; County Superintendent Uel W. Lamkin, Clinton; Hon. E. A. Raithel, St. Louis; Superintendent J. A. Koontz, Joplin; Superintendent Lela Howat, Clarksville; Miss Cally Varner, Central High School, St. Joseph.

Simplified Spelling—Dr. J. R. Kirk, Kirksville, Chairman; County Superintendent W. Y. Foster, Nevada; Miss Martha Letts, Sedalia; Miss Esther Pratt, Carthage; Miss Nellie Burmeister, Poplar Bluff.

English in the Grades—Miss Elizabeth Buchanan, 9th and Locust, Kansas City, Chairman; Miss Virginia J. Craig, Springfield; Miss Elinor C. Byrne, Columbia School, St. Louis.

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Vice-Chairman, C. C. Thudium, Fredericktown.
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Secretary, Eugene Fair, Kirksville.

6-7. Mathematics and Science:

President, Clyde M. Hill, Springfield.
Secretary, L. D. Ames, Columbia.

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Secretary, Elizabeth Rutherford, St. Joseph.

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Secretary, Miss Babb Bell, Columbia.

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Secretary, H. M. Burrows, Columbia.

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